

Vol. XXVII, No. 2 OCTOBER, 1934 Total No. 111

Alabama College

The State College for Women

SPECIAL BULLETIN

ON

STUDENT CAREER CONFERENCE



EXTENSION DIVISION

SUPPLEMENT A

Published Quarterly by
ALABAMA COLLEGE
Montevallo, Alabama

Entered as second-class mail matter at the post-office at Montevallo, Alabama.

VOL. XXVII, NO. 2 OCTOBER, 1934 TOTAL NO. 111

SPECIAL BULLETIN

ON

Student Career Conference

July 5, 6, and 7, 1934

AT

ALABAMA COLLEGE

MONTEVALLO, ALABAMA

Digitized by the Internet Archive
in 2011 with funding from
LYRASIS Members and Sloan Foundation

TABLE OF CONTENTS

Program	5
Foreword	9

PART I

General Meetings

<i>Where Will Women Work in 1938?</i>	10
<i>Education and Personal Adjustment</i>	17
<i>Marriage and Another Job</i>	23
Mrs. Chase Going Woodhouse, Director of the Institute of Women's Professional Relations, Greensboro, North Carolina	

PART II

Divisional Meetings and Discussions

<i>Art</i>	
Elsa Hasbrouck, Director of Art, Winbrook School, White Plains, New York	28
<i>The Secretary, Her Training, Duties and Opportunities</i>	
Gertrude H. Ward, West Boylston Manufacturing Company, Mont- gomery, Alabama	30
<i>Life Insurance as a Profession for Women</i>	
Mabel V. Cheatham, New York Life Insurance Company, Birming- ham, Alabama	36
<i>Opportunities in the Business Field Other Than in Stenography and Typing</i>	
Rochelle Rodd Gachet, Alabama Power Company.....	40
<i>Writing</i>	
Edna Kroman, The Birmingham News, Birmingham, Alabama.....	43
<i>Health</i>	
Helen McLean, Superintendent of Norwood Hospital, Birming- ham, Alabama	44
<i>Home Economics</i>	
Katherine Forney, State Supervisor of Home Economics Education, Montgomery, Alabama.....	48
<i>Opportunities of Laboratory Work as a Career for Women</i>	
Sarah H. McCarty, National President of Laboratory Technicians, Birmingham, Alabama	49
<i>Hospital Dietitians</i>	
Esther Scott, Dietitian, Norwood Hospital, Birmingham, Alabama...	53
<i>School Lunch Room Managers</i>	
Mrs. S. J. Cole, Supervisor of School Lunch Rooms, Birmingham, Alabama	54
<i>Librarianship</i>	
Ellyn Broomell Beaty, Fairhope, Alabama.....	55
<i>Music</i>	
H. D. LeBaron, Director, School of Music, Alabama College.....	56

TABLE OF CONTENTS—Continued

	Page
<i>Recreation</i>	
Elizabeth Junken, National Field Staff, Girls Scouts of America.....	59
<i>Training and Opportunities for Employment in Religious Vocations</i>	
Mrs. Mary Moore McCoy, Dean of Residence, Alabama College.....	61
<i>Speech</i>	
Helen Osband, Assistant Professor of Speech, Alabama College.....	62
<i>Social Work as a Career</i>	
Winifred Collins, Superintendent Department of Welfare, Tennessee Coal, Iron and Railway Company, Birmingham, Alabama.....	63
<i>The State Training School for Girls</i>	
Mrs. Mary H. Fowler, Superintendent Alabama State Training School for Girls, Birmingham, Alabama.....	74
<i>Teaching</i>	
Alice V. Keliher, Supervisor Elementary Schools, Hartford, Connecticut	78
<i>Child Development and Parent Education</i>	
Mrs. Pearl Brandon Crawford, Field Worker in Parent Education, Alabama College and the State Department of Education.....	80

PROGRAM

THURSDAY, JULY 5, 1934

2:00-6:00—REGISTRATION—Ramsay Hall

RECREATION (Swimming, tennis, etc.)

6:00—SUPPER—Main Dining Room. (Students assigned to tables in accordance with their major interest.)

7:00—DIAGNOSTIC TEST—Bloch Hall, Rooms 101, 102, 103. (Bring three well sharpened pencils.)

8:00—GENERAL MEETING—Palmer Hall

Presiding, MISS ETHEL RAMAGE, State President Alabama Federation of Business and Professional Women's Clubs

ORGAN—H. D. LEBARON, Professor of Music, Alabama College School of Music

ADDRESS OF WELCOME AND INTRODUCTION OF THE SPEAKER—O. C. Carmichael, President, Alabama College

WHERE WILL WOMEN WORK IN 1938?—MRS. CHASE GOING WOODHOUSE, Director of the Institute of Women's Professional Relations, Greensboro, North Carolina

ANNOUNCEMENTS

(Swimming after the meeting for those who wish it.)

FRIDAY, JULY 6, 1934

6:45—BREAKFAST—Main Dining Room

8:00-10:00—DIAGNOSTIC TESTS—Bloch Hall, Rooms 101, 102, 103. (Bring three well sharpened pencils.)

10:30—GENERAL MEETING—Palmer Hall

Presiding, MRS. MARY H. FOWLER, Altrusa Club, Birmingham, Alabama
THE BASIS OF SUCCESS: EDUCATION AND PERSONAL ADJUSTMENT—MRS. CHASE GOING WOODHOUSE

12:35—DINNER—Main Dining Room

2:00-3:00—

3:00-4:00—BUSINESS—Bloch Hall, Room 109

Presiding, MISS HATTIE LYMAN, Secretary School of Home Economics, Alabama College

Discussion Leaders—Miss Gertrude H. Ward, West Boylston Manufacturing Company, Montgomery, Alabama

Mrs. Mabel V. Cheatham, New York Life Insurance Company, Birmingham, Alabama

Miss Rochelle Rodd Gachet, Alabama Power Company

Health—Bloch Hall, Room 104

Presiding, DR. WILLENA PECK, Physician, Alabama College

Discussion Leaders—Dr. Louise Branscomb, Birmingham, Alabama

Miss Helen McLean, Superintendent of Norwood Hospital, Birmingham, Alabama

Library—Bloch Hall, Room 105

Presiding, MISS ABI RUSSELL, Librarian, Alabama College

Discussion Leader—Mrs. Ellyn Broomell Beaty, Fairhope, Ala.

Home Economics—Bloch Hall, Room 106

Presiding, MISS RUBY SIMPSON, Assistant Supervisor, Home Economics Education, Montevallo, Alabama

Discussion Leaders—Miss Katherine Forney, State Supervisor of Home Economics Education, Montgomery, Alabama

Miss Susan M. Brandon, Home Service Director, Alabama Power Company

Recreation and Physical Education—Reynolds Hall, Room 101

Presiding, MISS ELSA SCHNEIDER, Supervisor of Physical Education, Alabama College Training Schools

Discussion Leader—Miss Elizabeth Junken, National Field Staff, Girl Scouts of America

Horticulture—Bloch Hall, Room 206

Presiding, MISS DORA GARRETT, Assistant Professor of Biology, Alabama College

Discussion Leader—Mrs. Bess G. Johnson, Mountain Brook Florist, Birmingham, Alabama

Teaching—Bloch Hall, Room 207

Presiding, MISS ALICE BOYD, Principal Elementary Training School, Alabama College.

Discussion Leaders—Dr. Alice V. Keliher, Supervisor Elementary Schools, Hartford, Connecticut

Miss Olivia Lawson, Associate Professor of Education, Alabama College

Music—Calkins Hall, Room 1

Presiding, H. D. LEBARON, Director Alabama College School of Music

Social Work—Reynolds Hall, Room 102

Presiding, MISS MYRTLE BROOKE, Professor of Sociology, Alabama College

Discussion Leaders—Mrs. Mary H. Fowler, Superintendent Alabama State Training School for Girls, Birmingham

Miss Winifred Collins, Superintendent Department of Welfare, Tennessee Coal, Iron and Railroad Company

Beauty Culture—Reynolds Hall, Room 109

Presiding, MRS. VIVIAN RAND, House Director, Alabama College

Discussion Leader—Mrs. F. E. Bartz, Harper Method Shop, Birmingham

4:00-5:00—RECREATION—Swimming, tennis, etc.

5:00-7:00—SUPPER AT THE CAMP HOUSE. (Leave from front of Ramsay Hall.)

8:00—GENERAL MEETING—Palmer Hall

Presiding, MRS. MARGARET N. ORMOND, President, International Pilot Clubs

MARRIAGE AND ANOTHER JOB—Mrs. Chase Going Woodhouse

PIANO—Mieczyslaw Ziolkowski, Professor of Piano, Alabama College

VIOLIN—R. W. Ingalls, Assistant Professor of Music, Alabama College

RECEPTION—Foyer, Palmer Hall

SATURDAY, JULY 7, 1934

7:30—BREAKFAST—Maining Dining Room

8:00- 9:00—Round Tables

9:00-10:00—Round Tables

BUSINESS—Bloch Hall, Room 109

Presiding, MISS HATTIE LYMAN

Discussion Leaders—Miss Gertrude H. Ward

Mrs. Mabel V. Cheatham

Miss Rochelle Rodd Gachet

TEACHING—Bloch Hall, Room 207

Presiding, MISS ALICE BOYD

Discussion Leaders—Dr. Alice V. Keliher

Miss Olivia Lawson

RELIGIOUS WORK—Reynolds Hall, Room 101

Presiding, MRS. T. H. NAPIER, Montevallo

Discussion Leaders—Mrs. Mary Moore McCoy, Dean of Residence, Alabama College

Miss Wilma Bucy, former Secretary, Alabama Baptist W. M. U., Montgomery

SPEECH AND DRAMATICS—Reynolds Hall, Room 204

Presiding, MISS HELEN OSBAND, Assistant Professor of Speech, Alabama College

ART—Bloch Hall, Room 210

Presiding, MISS MARTHA ALLEN, Instructor in Art, Alabama College

Discussion Leaders—Miss Elsa Hasbrouck, Director of Art, Winbrook School, White Plains, New York

Miss Lula Tyus, Stephenson Studio, Birmingham

WRITING—Reynolds Hall, Room 102

Presiding, MISS ELOISE MERONEY, Instructor in English, Alabama College

Discussion Leader—Miss Edna Kroman, Birmingham News

HOME ECONOMICS—Bloch Hall, Room 106

Presiding, Miss RUBY SIMPSON

Discussion Leader—Miss Katherine Forney

CHILD DEVELOPMENT AND PARENT EDUCATION—Bloch Hall, Room 212

Presiding, MRS. PEARL BRANDON CRAWFORD, Field Worker in Parent Education, Alabama College and State Department of Education

12:30—LUNCH—Main Dining Room

Conferences with individual students regarding their diagnostic tests may be arranged in the office of Dr. Minnie L. Steckel, Student Counselor.

The Student Career Conference closes with lunch Saturday. Persons who wish to remain on the campus longer may arrange for rooms and meals with Mrs. Rand, the hostess in Main Dormitory.

FOREWORD

For some years Alabama College has felt the need of giving instructions to prospective college students on the vocations and professions that are open to women with training on the college level. So many new fields have opened to them within the past few years that there is often too little knowledge on the part of parents, teachers and students of the opportunities available for college trained women of today. There is much material in the libraries on this subject but it is not generally disseminated.

In view of this need, the college determined in the Spring of 1934 to hold a Student Career Conference in the summer for a selected group of high school graduates. The materials found in this bulletin indicate the nature of the program, and it is hoped that it may be of service to those who were unable to attend the meeting.

The purposes of the program were:

1. To acquaint students with the fields of service
2. To give them an enlarged vision of the need for college trained women
3. To acquaint them with the training needs in specific fields of service and the opportunities afforded in those fields, and
4. To assist them in choosing the college program best suited to their talents and interests

These same purposes are served to an extent by the Freshman Orientation Program but it has been felt that it was impossible to concentrate sufficiently on the things to be learned in the limited time available after the student reached the campus and was ready to begin the college course.

Such a program as the Student Career Conference, presented in the summer when the question of choosing the college course and a future profession are uppermost in the minds of students, seems to fill a long felt need in the educational program of young women. It is hoped that the papers herein may serve to stimulate other young women in their thinking about the opportunities which await them both in college and after graduation.

PART I

WHERE WILL WOMEN WORK IN 1938?

By MRS. CHASE GOING WOODHOUSE

The fact that you are here is evidence that you are thinking of college for next fall. No doubt there has flashed across your mind the question, "Where shall I find a job when I graduate?" And that is a good question to consider. Your freshman year in college is none too soon to begin laying a definite foundation for what you plan to do after college. Not that you should begin to specialize so early, but the intelligent young woman will have her eyes and ears open for ideas on work in which she is or might be interested. Further, she will seize every opportunity to learn more concerning occupations and to meet people who are doing various types of work which might be suitable for her.

Today we live in a very complicated economic organization. There are so many different fields of work which an educated woman may enter and changes in occupations come so fast that the problem of deciding on a life work is far from simple.

However, there are a few facts of which we are certain and which every young woman might well bear in mind in thinking of her future.

In the first place, more and more women are entering paid work. The "lady" who can sit at home and sew a fine seam is a rare specimen. According to the census of 1930, one quarter, 25.3 per cent, of the women in the United States, sixteen years of age and over, were in paid jobs. That means that some eleven million women were working outside of their homes. In 1870 there was one woman out of every seven employed. In 1900 this had increased to one in every five, and in 1930 to one in every four.

Moreover, these women are not working for just a few years. They are staying on the job longer than they used to. Many of them continue to work after they marry, or come back to their work within a few years after their marriage.

One thing, then, which every girl must realize in planning for her future, is that the chances are that she will want a paid job, and that she will work for a number of years.

Another point to remember is that today a woman can enter practically any field of work if she is properly prepared for it. Not so long ago teaching, library work, or social work were the only fields which tradition held were suitable for the educated woman. Now she can go where she pleases.

Teaching is a splendid occupation, socially most worthwhile, and needing the best brains in the country. Neverthe-

less, there is not room in teaching for every girl who goes to college. This is especially true at present, as while more and more girls are going to college, the proportion of children under five years of age is decreasing. This means that there are relatively fewer children to enter the elementary grades in the coming years. So until we have larger school funds and smaller classes we must expect no increase and perhaps a decline in the number of teachers.

However, if you genuinely want to teach you should. Certain branches are less crowded than others, and the girl who offers certain combinations is in demand. Music is an advantage to the girl prepared to teach in the primary or the grammar grades. Teachers of commercial subjects are not easy to find in certain sections of the country. Thus, even in what is an overcrowded field one can find certain niches offering room for well-trained newcomers.

In looking forward into the future of occupations, one must bear in mind current economic and political conditions. The governmental bodies are very evidently taking over more in the field of health. County clinics, public school clinics, public health nursing centers are developing. This means a demand for salaried physicians, dentists and nurses, for individuals interested in preventive work, a line of medicine in which women have done particularly well. Nursing of the private duty type is overcrowded. But many small hospital training schools have been closed, the requirements for entrance to the profession are being raised, and nursing will continue to need well-educated, well-equipped women of college background for public health nursing executives. For these reasons health work seems to offer a growing field for the girl with the requisite interest, the personal qualifications, and training.

What of other new openings? Business should attract many more educated women than it has in the past. The new developments in business organization and in governmental regulation of business will call for more accountants. Also, as the idea of having business activity based on pooled information grows, there will be a need for more trained statisticians and for economists to interpret the facts collected from the many business firms.

Again, the government program for housing will have its influence. The projects for inexpensive housing are causing a demand for a new type of housing manager. The old style rent collector does not fit into the picture. These new housing developments will need managers who not only know how to keep up the properties, direct repairs, and collect rents, but who also know how to manage the tenants, interest them in

keeping up the new garden dwellings, who can develop recreation programs, and in short, organize a real community. Such managers are in a sense social workers as well as business agents.

Other changes in our housing habits are opening up new activities. In hotels, for example, there are many interesting jobs. The hotel manager is very occasionally a woman. The executive housekeeper is the top woman's job of most frequent occurrence. She is in charge of rooms. This means she must know how to direct upholsterers, carpenters, cleaners, wall washers, furniture repairers. She must be able to superintend large scale remodeling and refurnishing. A great many articles are purchased for her department, in large hotels thousands of towels, sheets, and so on. Such a woman must have home economics training, have some art appreciation, some knowledge of business, and must be able to handle people.

One way of starting toward such a position is as secretary to an executive housekeeper in a well managed hotel. This might lead to the position of linen room head, inspector of a section or floor, and then assistant floor housekeeper. Or one might begin as floor clerk, then inspector, assistant floor housekeeper and up.

Another hotel job of recent development is that of social director. She arranges for banquets and special parties, provides entertainment for the guests (this being the main part of her job in resort hotels) and manages the library. She may develop features. For example, one New York hotel has a special playroom for the children of guests who may shop or play at their leisure, knowing their children are safe and happy.

Women have been successful in cafeterias, in tea rooms and restaurants. For those who are less interested in the selling side of food work there are attractive positions as dietitians in hospitals and other institutions.

The consumer is coming to be a person of real importance in the eyes of the manufacturer and retailer. Food manufacturers realize the value of the home economics trained woman who can act as liaison officer between consumer and producer. They want women who can help with facts for the advertising, teach salesmen the qualities and uses of the product, direct the display and demonstration service, discover new uses, suggest new packaging. These women must know foods and also have a well developed sales sense.

Electric power and gas companies and manufacturers of household appliances are developing the same ideas for equipment. And in textiles there is an indication of interest in

women who can assist in improving materials, adapt them to women's needs and to the new styles.

Department store work of all kinds offers a beckoning field to the college woman. There is a wide range of positions. A few in the personnel department are much like teaching jobs; in the others selling ability and merchandise sense are needed. Women are doing especially well in this field. Several stores have recently announced appointments of women as presidents or vice-presidents.

The influence of the consumer is also seen in the bettering of the appearance of many products. Art is finding a real place in industry. The photographer is an important agent in advertising, in the making of catalogs, in magazines. In larger department stores, serious attention is being given to the artistic quality of window displays and the showing of goods. The position of fashion editor calls for many talents. She must have a style sense, know how to select clothes for display, know the photographing qualities of colors and fabrics, know how to deal with models and with artists, and know how to write. For one who can manage all these requirements, the work offers a fascinating and lucrative field.

The magazine stylist checks on the illustrations to appear in the magazines to be certain that the people in the pictures are wearing the right clothes and are in the correct setting. Since the illustrations have to be prepared several months before the magazine is published, this job calls for real skill in forecasting style.

In the motion picture industry the person of artistic appreciation and knowledge has a place in the wardrobe and in the stage settings departments. One woman who knew lighting effects and discovered how to use inexpensive materials of such color and texture that they photographed as richly as expensive materials has made a great success.

The woman with training in art has many opportunities in interior decoration, in costume and textile designing, in theatrical work, in advertising, in occupational therapy, and in museum work as well as along many industrial lines.

Quite another angle of business is represented in the transportation and delivery end of the game. This is a complicated division but one in which a growing number of women are making good. Several large cities, Los Angeles for example, have women's Traffic Clubs. The traffic manager for a manufacturing plant, wholesale or retail store must know land and water routes, train, motor, boat and air schedules, parcel post and express. She must know the safest, quickest and cheapest way to send her products to any point. She must

know all the legal regulations, insurance and warehousing rates, customs duties, necessary documents. Often she is also in charge of the receiving and marking department of a store. This is a new field and one in which it is perhaps a bit surprising to some to find women so definitely installed.

And so one could go on through the professions and one business after another. It is hard to discover a type of work which some woman has not tried with success. So again we have a fact to remember. Regardless of what is your interest, do not be discouraged because it seems unusual. Inquire and you will find in almost every case that a woman is doing it. Learn all you can about it and if still interested make every attempt to get the necessary training. Organizations like the Institute of Women's Professional Relations can give you information on fellowships and on schools.

Another thing to remember is that you can probably do several things equally well. We used to talk very glibly of square pegs and round holes as if there were very specific jobs into which each individual should be fitted. Now we know that the majority of people can do more than one thing, that the qualities called for in several jobs are similar. And even in the same general field there are often several types of work each suited to persons of varying ability and amount of general education and special training. For example, one might be a dentist, a dental hygienist, a dental mechanic, or a dentist's office assistant.

Again, take the example of two women. As girls in college both were interested in art. One was the quite retiring type, the other the energetic, good mixer. Today both are doing well. One is an illustrator who can work in her own studio with her environment more or less controlled. The other is a dress designer with her own business, busy making contacts, a good saleswoman as well as an artist. Personal qualities as well as abilities along specific lines are important considerations in choosing the exact type of work in one's general field of interest.

So in thinking of your job in 1938, remember first that the choice is wide. Everything is open, though of course some jobs are more difficult to find than are others. Every girl should make it her business to get all the information she can on different types of work. For example, you enjoy chemistry? In what different jobs can it be used? For which type of these different jobs are you best suited? Under what conditions is the work done? What is its social environment; that is, what type of people will you meet in it? Is it work chiefly with people or with things? How well would it fit

into marriage? What of the question of demand and supply? Is the field an overcrowded one? And so on. Ask questions, read, meet people in as many types of work as you can. If possible use your summers trying out different fields in which you believe you might be interested. You will be much more certain that you do or do not want to be a doctor after you have spent a summer in a doctor's office.

Make up your mind that you want to succeed in some job. Social tradition has hindered women from really making their way in our economic organization. Boys are taught that they must succeed in making a living. There is no such need held before their sisters even in families where it is quite as essential for the girls to earn their living as it is for the boys. Marriage is always an honorable retreat from a poorly done job—for a girl. Women too have the alibis of discrimination and of poor health though the latter is coming to be less and less acceptable. Again, too many women have the "stenographer attitude"—their chief aim is to assist some other person, usually a man, to please him. This may be the way to begin but you must believe your own work is important and look forward to developing it into a real job. And another attitude to give up is that of looking at a paid job as something temporary, a stop gap between school and marriage. Work at your job as if it were to be your permanent life work. You may marry and you may not. Even if you do you may return to paid work, and the better you have been at it the easier the return will be for you.

And still another point. Perhaps the most characterizing thing about the world of jobs today is the fact of change—new methods, new industries, new markets, and with the new the passing of the old. Make up your mind that if you are to be a success you must be adjustable, able to move from one situation to another and to fit in without too much difficulty for you or for the others concerned.

And the last thing I would have you remember is the fact of our interdependence. We are all dependent one on the other. So if we are thinking of individual jobs, we must also consider the whole economic situation.

Women's problems are not unique and separate. They are problems of the community and will be solved only when the problems of the community are solved. Today we hear much less than we used to of the "feminists." Women realize that their problems in getting jobs and making a living are much like the problems of men—are in brief community problems.

Now what does this mean for us? It means that every girl who is interested in a job for herself must be interested in

public affairs. We are living through an amazing experiment in economic reorganization. We are trying to build an economic order where each one of us will have some security of job and of income—a world where all those willing and able to work will find something worth while to do, a world where there will be less of chance and speculation and more of planning and building based on well-authenticated facts. We are looking for the welfare of the group rather than for the success of a few individuals bought at the expense of the many. We are beginning to think not solely in terms of things, of quantity of products, and of wealth, but in terms of the worker and of his welfare, in terms of social value as well as of cash profit.

To make this picture a reality, every intelligent, educated woman must take an interest in her city, state and national government and must keep abreast of public affairs. We must do our share in the task before us of showing that democracy can be a success in economic and in political affairs, and that we can organize a community based on security and justice.

Interest in your own job thus leads you into interest in the jobs of other people. Learn what you can about individual jobs. Choose yours wisely and then, further, help yourself and others find desirable working conditions by taking a real and intelligent interest in the affairs of your government and of your community.

EDUCATION AND PERSONAL ADJUSTMENT

By MRS. CHASE GOING WOODHOUSE

Many times it seems to the girl who had made up her mind that she wishes to be an office secretary, for example, that she is required to take many useless courses and spend many hours on school and college subjects which have no direct bearing on her chosen work.

Before we decide any subject is useless, or that the course is too long, let us think very seriously of the difference between education and training. Further, let us remember that it is necessary not only to know *how* to do the job, one must also be the kind of person who *can* do the job and develop with it.

There is a very real difference between the person who has the skill to do a routine job and the person who not only knows the routine but who understands the background of the job. Compare, for instance, the laboratory technician who has taken a brief commercial training course after high school with the girl who has become a laboratory technician after four years of scientific training in college. Both will do good routine work. However, the college graduate will have a real understanding of the tasks she is performing, and will have greater opportunity to develop into a research worker or the director of a laboratory than will her fellow worker. Of course we need both types of technicians. However, for the girl with the ability, the college course is preferred.

The same contrast might be made between the stenographer who is a high school graduate with a brief business course, and the one who is a college graduate with thorough secretarial preparation; or the girl who goes into a department store as a salesperson directly from high school and the one who enters the job after a college course. Both start doing the same work at the same rate of pay, but at the end of five years, unless there is a great advantage in natural ability on the part of the high school girl, the college girl should be ahead.

The professions all require both general education and technical training. For medicine and for dentistry, a full college course is more and more becoming a prerequisite to entrance to the professional school. Likewise, the law schools are tending to require some two years of liberal arts college work. States are demanding general education of a certain amount as well as technical training on the part of persons taking the state licensing examinations for medicine, dentistry, dental hygiene, registered nurse, and pharmacy.

Business is thinking on much the same lines. The banks have an institute for professional training, and want beginners with good general education. The department stores are looking for a higher type of sales-person.

Further, we must remember that each one of us must be prepared for several phases of living. Each one of us will have a business life of some sort, and a domestic life. We will have dealings with men and women, and personal relations with ourselves. We need to fit a job, fit a domestic group, fit a community, live happily with ourselves in work and in business. To do this we must be "physically competent, mentally alert, and emotionally controlled."

Now what does a person need to fit her to these many phases of life? Perhaps above all, she must be adjustable. Women, especially, have many adjustments to make under present day circumstances. The part they play in our economic and social life is changing very rapidly. What was the accepted wife role or daughter role for our mothers is not the accepted one today. Tradition, prejudice, and change—all are faced by women. And the woman who is successful must know how to adjust herself to the new situation and, at the same time, not antagonize those who are still held to the past by tradition.

We know very little as yet as to the special aptitudes and qualities required for success in a given job. Psychologists are beginning to work on the problem of skills and qualities and degrees of qualities required for specific fields of work. However, there are certain commonsense conclusions, at least, which we can draw. There are certain qualities which seem to be of value in any phase of life and in almost any type of work which the educated woman is likely to enter. We should study ourselves to see how well we fit into the accepted pattern. This does not mean we should be introspective or subjective but that we should learn to stand apart and see ourselves as others see us.

What are some of the personal qualities which people desire in those with whom they come in contact? Honest, conscientious, dependable, are three adjectives of good repute. We admire women with poise, balance and stability; women who are resourceful, and have imagination; who can organize their work and time; who are adaptable to changing conditions; who can get on with people; who are tolerant and unprejudiced.

The woman who can lead, who can make others work and like it, who knows the difference between leadership or super-

vision on one hand, and "bossing" on the other, is always in demand.

The successful person can fail and make the failure useful, as well as win success. Not many men or women know how to take criticism and to weigh its worth and profit by it.

These qualities are general, of value in all phases of life. Now what of education in the special divisions listed above,

First, what of the value of education to you yourself? After all you are the person with whom you have to live most closely, and of whom you see the most. And a real test of your education is how well you can live with yourself.

An educated person, man or woman, is an independent person, one who can manage his own life, make his own decisions. Education should mean the ability to know your way around, to do things, to understand things, to know what you want in life. It should mean personal resources, the ability to think and the ability to entertain oneself. This is not a criticism of the movies, bridge, and so on. But the person dependent upon such outside resources for relaxation is to be pitied. The educated person has many things he can do himself, read, experiment with a radio, a garden—anything in which *he* is the main mover. In brief, real education gives us self-resources, ability to entertain ourselves, to keep from being bored if we are not in a mad whirl.

What does this mean in terms of courses? It means some avocation, art, music, gardening, literature, or a foreign language. It means a knowledge of how to care for our minds and our bodies, a course in psychology and mental hygiene, some knowledge of personal hygiene, of diet, rest, and suitable dress.

Second, what of education for home life?

We have to be adaptable, tolerant, and understanding to live happily in any group. As knowledge increases, as living becomes more complex, both men and women have to learn more than in the past how to bring up a family. The great majority of women marry and the greater part of the arranging for the family falls to their share. So every girl should have some knowledge of family life. She should know how to manage a house, how to cook simple things, how to launder and press, keep the house tidy and clean, buy food, plan menus, all without consuming too much time or too much energy. And she must know how to handle money, both for her own sake and for that of her family and friends. All this she needs to know whether she marries or remains single.

As a matter of fact, men need to know this type of thing too, and more and more the husband is taking an active in-

terest in all phases of family life. Certainly, both young men and young women need to realize that there is a method of bringing up children which can be learned, a science of child care and a science of home economics. Of course not every student in college will learn the details of feeding a family, or the new developments in child care, but as educated persons every one should know where to get such information when needed, and how to put it into use.

Third, education prepares for earning a living. That education pays in the terms of dollars and cents has been stressed in a number of studies of women in very diverse groups. But when we say education pays we must have in mind more than the narrow pay envelope interpretation. The level of competition has gone up all over the country. That is why Aycock of North Carolina said years ago that we had to pay our way out of poverty and ignorance by buying more and more education. That is why, regardless of the depression, the forward looking men and women of the country are saying that schools must be maintained at a high level.

Women, if they are to succeed in business, must know the economic situation and the part women play in it. They must give up the temporary attitude which many of them have taken, and realize that the number of women in paid jobs is increasing, and that women are staying at work longer than formerly. They must give up the convenient and traditional alibis to explain failure—poor health, marriage, discrimination—and enter business as “people”—not as women going in under special conditions.

As to specific courses for different occupations—these will be discussed in the Round Tables. But we can say here that a thorough command of English is basic to any occupation. A good speaking voice, clear, lucid English, pronounced without any marked geographical accent; the ability to write a concise, clear report, the ability to dictate a brief, well-expressed letter, the ability to spell—any occupation which the educated woman will enter requires these qualities and skills.

Fourth, what of education for life in the community, or, if you will, education for citizenship. The world has never seen a democratic republic developed on the territorial scale of the United States. Each one of us has a real responsibility for seeing that this amazing experiment proves a success. To do this each one of us must be an intelligent participant in public affairs, not merely an on-looker. Today the good citizen must understand not only the workings of government but also the economic problems of the nation. From a purely selfish point of view we must be interested in the community, take

our part in making it offer a more secure and attractive life to the ordinary citizen than it does today. There is no use preparing for jobs in a community in which there is a declining number of jobs, or where jobs are highly insecure. We must know something of economic organization, of wages, prices, taxation, tariffs, banks, and the regulation of industry, and use our knowledge to make possible a better economic and social life.

In terms of courses this means some work in political science or government, some work in economics, sufficient history to provide an adequate background, and enough science to understand the factors making for change in our current civilization.

And lastly, to tie these all together, we must have education which will enable us to develop a philosophy of life or, if you will understand the word properly as not meaning dogma, a religion. That is some idea of what life is all about, what we want to get out of it for ourselves and for others, and what we must put into it. It makes life interesting and worth while, yet enables us to take a detached attitude toward its problems. This requires a study of the best thought of the ages in philosophy, literature, and science; the ability to think logically and in terms not only of today but of tomorrow; and the courage to face reality, not to dodge issues, but see them, face them, and attempt to solve them.

Further, we must realize that education is a process, a going on, a something never finished, always new. Each one of us must keep up our interests, our study habits and our reading after school and college days are over.

We have talked here of the college woman, because the majority of you are preparing for college. But one last word on adjustment. We are learning that there are many differences between individuals. Some have abilities of one kind, some of another. Not all of us have the type of mind which is suited for colleges as we know them today. If you find you are one of this group, do not be discouraged. There are many types of work which the world needs badly which you can do. There are many types of work in the same general field requiring different kinds of education. There is, for example, the dentist, the dental hygienist, the dentist's assistant and the dental mechanic. You can find some line of work of the type which you can do in the field of your interest.

If you have the "academic type" of mind by all means go to college. If you have financial problems, there are scholarships and self-help. The Institute of Women's Professional Relations, for example, maintains lists of such aid. If you need a

paid job, a thorough education will enable you to get a better one than you would have otherwise; if you do not need a paid job, it is just as important in preparing you to be a really worth while citizen, a useful member of a domestic group, and a pleasant person for you to live with.

MARRIAGE AND ANOTHER JOB

By MRS. CHASE GOING WOODHOUSE

Ten years, even five years ago, people talked of marriage versus a career. Today that phraseology is heard very infrequently. It became so usual for women to have paid work that they learned to speak of jobs, not of careers. And as more and more married women continued their outside work after marriage, the situation tended toward the commonplace. However, the economic disturbances of the past few years and the difficulties of unemployment have again made it a controversial issue argued with some bitterness.

Now why should the right of married women to work outside their homes have ever been questioned? Is it a radical departure for women to make an economic contribution to their family living? How many married women are engaged in outside work, and are their numbers increasing?

Let us consider this last question first.

In 1900, 5.6 per cent of the married women in this country were employed outside their homes. By 1930, this figure had increased to 11.7 per cent. That is, if the married women of the country were all lined up in blocks of one hundred, twelve women in each block would be off every morning to a paid job.

And the proportion of married women in the group of employed women has increased. In 1900, 15.4 per cent of all the employed women were married; in 1930, no less than 28.9 per cent of the employed women were married. The number of married women employed increased between 1920 and 1930 by 60 per cent, whereas the total number of married women increased by only 23 per cent. There is no doubt that married women are a factor among those seeking paid work.

Names of outstanding women who have continued work after marriage make an interesting list, which includes Mrs. Roosevelt, Frances Perkins, Amelia Earhart, Lillian Gilbreth, Schumann-Heinck, Ethel Barrymore—to name but a few in very diverse fields of activity.

Now why do married women work? The first thing to bear in mind is that married women always have worked in the sense of making an economic contribution to their families. The great changes in our methods of production, the taking of the production of many things out of the home and into the factory, have quite upset the old ability of women to contribute to the economic wellbeing of their families. Today the mother cannot make candles. Someone must pay the electric light bill. Under urban conditions she cannot grow the wool, spin,

weave, and make the clothes for her family. Ready made, or at least cloth by the yard, must be paid for in cash. Canning and preserving of food is by no means easy in apartment house kitchens, and storage pantries are limited. Doing the laundry at home is growing more difficult in cities. And so we could run the gamut of the things which used to be made at home and which now the family has to pay for.

The social contribution of the woman to her family has increased in value as she has learned more of child care and family relations. But her economic contribution has, through forces quite beyond her control, grown smaller and smaller.

This explains why married women work. They used to contribute to the family by their services in making things at home. Today these things have to be paid for in cash. The earnings of the husband have not been increased to compensate for the need to purchase things which the wife used to produce. So the wife is working because the family needs her pay check. Many studies made by the United States Women's Bureau show this is most definitely true of the woman in industry. The same seems to be true of women in the professions. In a study made by the Institute of a group of married women, members of the American Association of University Women, the majority were working because they felt the money was essential. They were paying for homes, paying college debts, sending the children to school, helping their husbands get an advanced degree or a start in business.

Even if this were not true, we would have to recognize the fact that married women have the same right to interesting work as have other people. Work is a human requirement, an essential to well-being, second only to food, clothing, and shelter. Many married women have been deprived of this right. There is no more reason for married women to be dismissed than for men who have incomes from investments to be refused work on that ground. Yet school boards are dismissing or excluding married women teachers. Several large companies and the Federal government have selected married women for first dismissals. After all there is more work in the world to do than ever. Dismissing any one group of people will not improve our economic situation. Only a radical reorganization of our purchasing power will do that.

The education of women has made enormous strides. In 1880, there were 163,000 girls in schools; in 1924, the number had increased to 1,963,000. In 1890, there were 84,000 women in colleges; in 1924, 450,000. If we educate women we must expect them to have special interests and to want to follow

them. We cannot expect them all to be limited solely to one task, homemaking.

Again, housekeeping is less time-consuming than it formerly was. Families are small, limited most often to two or three children. School takes the child at an early age. There is less routine in housework—more being done by the machine and the factory. So for all these reasons, women are finding more time for outside activities.

The farm woman does not need to leave home to make her economic contribution to her family. Her economic activities are laid out for her on her own doorstep; but this is not true of the urban woman.

Where do the married women work? They are, perhaps, most accepted in business. Among retail dealers and manufacturers, the percentage of married women is high. Social work and college teaching offer favorable fields for married women.

Even if women do not need paid work they are interested in outside affairs. For the well-to-do, there are in every community many unpaid jobs of great social value. There is no shortage of such jobs—rather a shortage of people to fill them.

The ideal job for the married woman is one with a flexible schedule. This is not easy to find. Free-lance writing is an ideal type. The work can be done at home if necessary, and hours can be chosen to suit the family situation. Part time work for married women showed some promise of development before the depression and may revive with economic recovery. The present tendency to shorten the regular working day will be of advantage to the married woman worker in leaving her more time and energy for her home.

One suggestion, often made, is that the woman who is interested in continuing her work should drop it at marriage, establish her family, see the children well started in school, and then return to her work. The difficulty in this plan is that business and the professions change very rapidly. It is almost impossible for one outside the ranks to keep up and be ready to go back adequately equipped after several years' absence. Again, few women are so well established professionally at the time of their marriage that they can re-enter near the top. And employers are not eager to have older people in more or less beginning positions.

Further, this idea is based on the assumption that babies and very young children require more of their mother's time than do older children. This is not entirely true. The older child needs much social attention and direction which takes time and energy. At any period in the child's life, if the

mother is away from home, it requires careful planning on her part to see that the family is cared for. Each woman has to balance the situation and answer this question: "Considering the kind of person I am, can I make a more valuable contribution to my family by staying at home or by continuing in outside work for which I am trained and in which I am interested?"

The thing to bear in mind is that the married woman who wants to continue her work is simply keeping on with her old job in a new location, and under new conditions. No longer able to make an economic contribution to the family through work in the home, she is taking her special training into the market, and bringing back a pay check as substitute for the things she used to make and which now the family has to buy.

There are a number of points which the young married woman who plans to continue her paid work must never forget. Tradition still holds that a man must support his family. The public, especially in smaller communities, still looks a bit aghast at a "man who lets his wife work." So the husband must be in sympathy with her ideas. Further, she must be careful in her discussions of money. She must forget "my" and remember "our." Above all she must not feel superior because she is working; she must remember that she and her husband are sharing the care of the family and never take the attitude that it is her efforts which are providing all the luxuries while her husband is bringing in only the humdrum necessities.

Another important thing for every married woman who works to recognize is that her pay check is far from clear. She must replace herself in the home, pay for any necessary service, for extra care for the children, etc., before she can begin to calculate net earnings.

The traditions in regard to men's work and women's work are changing. More and more husband and wife are coming to be jointly responsible for the family affairs. The wife is taking a greater share in the business side, the husband is becoming a more active factor in the household management, and in the care of the children. The husband who can sew on his own buttons, who knows something about ordering, who can cook his own breakfast or put the children to bed is by no means a rarity today. The child in the modern family really does have two parents. People are accepting economic reality and are acting according to the facts of the situations and not blindly following tradition.

One problem for which it is difficult to offer a solution is that of finding two jobs in the same location. If the husband or the wife is offered a better position in another community, what should the family do? Since the husband is still usually the main wage earner, the wife follows him. For this reason work which can readily be transferred from one locality to another has a real advantage. The dentist, the physician, the artist, and the teacher can move somewhat more easily than can the women in business positions. But even so, the move means loss and the necessity of starting over again in building up professional contacts. Perhaps the rapid development of airplane transportation will solve this question before we are fully aware of what is happening.

If a girl is to manage her family and her outside job and make a success of both she must give the problem much thought. She must plan her time and her activities. She must be a good housekeeper and above all she must have excellent health. The woman with poise, who is not easily upset if things do not run entirely smoothly will have more chance of making a success than will the woman of more temperamental qualities.

If she can afford servants she must know how to handle them. Her social life has of necessity to be limited. Here is where many women make a mistake. They must fully appreciate the fact that they cannot have the same social life as do their married friends who do not work.

When this problem of married women's work is objectively considered it is quite evident that it is not a question on which one can be dogmatic. Some women are suited to the "double job." Others must choose one or the other. Individual differences and individual circumstances must be considered. But the choice must be there. The right to a job must be granted to women, married as well as single. The individual must be free to make her decision. And economic factors would seem to indicate that more and more frequently the married woman will choose to have her family and also continue or develop an outside interest, involving a job, paid or voluntary.

PART II

DIVISIONAL MEETINGS AND DISCUSSIONS

ART

By ELSA HASBROUCK

In dealing with the question of art training let us set aside for the present the consideration of the professions of painting and sculpture, which are usually designated as the Fine Arts and which are necessarily limited to the few individuals of outstanding talent who will almost surely have the desire and persistence to seek out and acquire the type of training they need. But let us ask ourselves the question whether or not training in the various fields of art can lead to vocational as well as avocational activities for men and women in this age of ever increasing machine-made products. I feel very strongly that the answer to this question should decidedly be in the affirmative.

In recent years the attention of manufacturers has been more and more attracted to the importance of good design in their products. There has been a distinct tendency to do away with historical and period patterns and to develop (sometimes successfully and sometimes quite unsuccessfully) a modern American Art Form. During the winter of 1934 The Museum of Modern Art in New York City held a most interesting exhibition of "Machine Art" which was visited by thousands of manufacturers, merchants and consumers who were not primarily concerned with artistic expression. The interest in this exhibit demonstrated beyond a doubt that the manufacturer is producing and the consumer is beginning to demand something more than mere quantity production and mechanical accuracy. While a glance at the advertising in any of our well known magazines compared with the advertising of twenty years ago will convince the observer that beauty is now being emphasized as one of the strongest appeals to the purchaser.

This tendency suggests that there may be many new fields of activity opening up for the trained artist who cannot find an outlet for his talent in the creation of individual works of art or within the limits of some revived handicraft such as weaving, pottery or jewelry. A few of the more obvious activities open to the professional designer in which women have long participated are textile and wall paper design, interior decoration, landscaping and the art work connected with advertising. Women have been very successful in architecture, especially in the planning of small homes. In recent years a

number of women have turned to printing and book designing as a fine art, while the number of professional women photographers is steadily increasing. In fact this last profession is particularly rich in opportunities for women trained in art appreciation and sensitive to the beauty and the composition of forms. For photography is becoming increasingly popular as a medium for book illustration and in advertising as well as for portraiture and is even being used experimentally in modern wall decoration.

The many campaigns of the Garden Clubs of America for the improvement of parks and other civic centers encourages one to hope that we may soon have more artists employed in civic planning than we have had in the past. We are fast reaching the saturation point for public monuments which reproduce only the frozen features of the popular hero surmounting a lofty pedestal, or which personify national events in the guise of Greek nymphs or goddesses; whereas our public buildings, parkways and playgrounds cry aloud for reconstruction by the creative artist.

For the completely successful adaptation of the modern vogue in house furnishings the eye of the artist is needed as well as the constructive genius of the engineer. The public will soon tire of merely "the latest thing" and the designer of originality who is sincere should find recognition in art circles as an interpreter of modern life.

The importance of art in education is now fully recognized and some training in appreciation or technique is invaluable to the elementary school teacher. The interpretation of the past can be greatly enriched through art as through literature, and creative expression of all kinds is fostered by the new education as one of the most vivid of educational experiences.

During the rapid growth of industrialism in the period called by Beard our "Gilded Age" art, especially in America, was divorced almost wholly from the everyday life of the people. It was made a mysterious cult with its special devotees set apart from the common herd, but in the last decade there has been an increasing popular sensitivity to beauty. We are now becoming emancipated from the criteria of taste and the patterns imposed upon us by mid-Victorian Europe and through the very richness of our powers of production we can offer the American artist and designer an ever widening scope for the exercise of his originality.

THE SECRETARY, HER TRAINING, DUTIES AND OPPORTUNITIES

By GERTRUDE H. WARD

It is generally conceded today that business is conducted more intelligently, honestly and efficiently than ever before. This must be due to the higher type of business men, plus the fact that more and more women have been entering into the business world.

In an effort to help these women, the National Federation of Business and Professional Women's Clubs sponsored an Institute of Occupations at the convention of the Federation held last summer in Chicago. At thirty round tables, as many occupations were discussed, with relation to the depression; whether these are overcrowded; what progress women have made in them and what opportunities exist in these fields. The conclusions reached were based on the experience and knowledge of the more successful business and professional women.

At the round table on Secretarial Work, the conclusions reached were that, while at the present time there is apparent overcrowding in the field, the good secretary has in many cases retained her position, although with additional duties. The supply of good secretaries is at any time not adequate. As business picks up, there will be an increased demand for the woman of adaptability, versatility and dependability. Women are particularly well adapted for the detailed work of a secretaryship. Positions are open to them throughout the whole field of employment; in the offices of business and professional men; in schools, colleges and libraries; with social and civic organizations; in publishing houses; and with private individuals, both men and women.

What are the duties of the private secretary?

The secretary finds awaiting her upon her arrival at the office all the mail for the executive office. This she opens and sorts, redirecting part of it to other departments, filing away temporarily such letters as require the securing of information before reply, answering all the minor communications, and placing on the chief's desk those she deems sufficiently important or personal. Even with the latter she assists by preparing digests of their contents or securing from the files the record of whatever previous correspondence may be needed. The reply itself she often writes out in full from the briefest directions given by her employer. This method of handling correspondence, the executive learns, is a great time-saver.

Often the secretary prepares the materials for a banquet address; sometimes she even writes the address in full. She does the editing and proof-reading for sundry articles; or works up from such sources of information as trade papers, government reports, current magazines, or reference books in the library the answers to all sorts of questions. The average executive has reason to appreciate a secretary who is able to do such literary and research work, since otherwise much of it would be left undone.

The secretary meets the callers, ushers in some of them to her chief's presence without delay, wards off tactfully those who are unwelcome, refers others to the proper departments, attends to many inquiries herself, and makes appointments for others with her chief.

The secretary takes care of telephone calls, records appointments and sees that they are kept, installs and keeps in condition the proper filing systems. As one secretary aptly remarks: "There is practically no business of Mr. Martin's that does not pass through my hands."

As to the money value of secretarial services, the modern executive recognizes such services as indispensable. The actual recompense is bound to depend on the size of the concern, the amount of work performed, the length of service, and the general wage scale in the locality. One of the speakers at the round table on secretarial work at the Chicago convention said: "The salary in secretarial work is limited only by the ability of the concern to stand the load and the willingness of the chief to put through the pay slip."

It is easy to see how various annoyances, such as looking for correspondence improperly filed; answering correspondence of a routine nature; hunting for telephone numbers; waiting for calls, or answering unimportant calls; ridding himself of certain visitors who should have been diplomatically side-tracked at the start; break up the day of a busy executive, distract his attention until it becomes difficult to concentrate, and put a damper upon creative work. Worse still, the executive thus annoyed and yet feeling, as he should, that the firm pays him for constructive work, is apt after a time to develop, as a sort of a shield, a caustic tone toward callers, a curtness over the telephone, a slowness in answering communications, which costs his firm dear in terms of lost goodwill.

As a means of eliminating losses of money or good-will and at the same time enlarging the executive's output of creative work and increasing his ability to co-operate, the private secretary is invaluable. The degree to which the executive is

able to utilize the services of the secretary often measures his own advancement or undoing.

It is an everyday occurrence for young college men to enter business houses at very low salaries for the purpose of learning the whole structure of the business, in the hope of advancing gradually to positions of responsibility. If young women could be persuaded to take a longer view of their work and to prepare themselves step by step for excellent positions in the future, instead of demanding large, immediate returns, regardless of the possibilities of promotion, they would have less cause to complain of "blind alley" occupations. They must claim no special treatment or concessions on account of sex and must expect to measure up to a high standard of work.

Secretarial work would not be called seasonal, except possibly in public, grade and high schools, private schools and colleges, where the positions are either for the year, with a vacation of a month in the summer and a week in winter and spring, or they are for eight or nine months only. Probably the average is eight hours of work a day, though a good secretary cannot afford and usually does not care to watch the clock. She will realize that her value lies in being of service to her chief at all times.

The chances for promotion are many. Of course, many become satisfied with work of lesser importance, a fair-sized pay envelope which comes in regularly, and in evading office responsibility. When a choice for promotion is made, naturally this type is counted out. For the person who would advance, the following advice might be useful: Do not be easily discouraged for even after securing the best possible training most of your experience must be gained. Do not be self-satisfied, nor yet so dissatisfied as to become a grouch. Do not be superior to your job. Get all the knowledge of the business you can, and learn to evaluate it. Hold your enthusiasm for both work and play. Widen your outside acquaintance. Be abreast of the times, always ready for the opportunity. Don't be afraid to do too much. Don't be afraid of drudgery. Many women, especially women in the business world, limit their efforts too much to their jobs. To be a real person, you must do something else beside your job.

So many young girls enter business only to remain for the few years until they marry, and are inclined to consider the work as a filler-in job. This probably has, more than any other thing, worked against the advancement of women from secretarial positions to the executive position, which is usually given to a man, and about which we hear so many complaints. Large corporations often hesitate in training a young woman

for a higher executive position lest, by the time she has completed her training, she will leave them. In most instances they feel, if a man's work is satisfactory, he will stay with them unless a much better position is offered to him.

However, many women, through secretarial work, have become office managers, credit managers, entered into the field of public office and gone into real estate work. The usual entry into the field of law for women is in a stenographic or secretarial capacity; later they develop into office lawyers who are not easily replaced when it comes to efficient and painstaking research. Some have also entered the motion picture industry and the radio field. You can readily see that their secretarial training would stand them in good stead in any of these lines, as well as many others.

A woman to be a successful secretary must have vision, poise, patience, a thorough knowledge of office routine — much of which will be gained through the years — executive ability and an agreeable disposition. A list of qualifications might be given as follows: The ability to get things done; a thorough knowledge of one's company and its policies; and the continual practice of thrift, neatness, dependability, tact and patience, combined with an ability to be good-natured and cheerful under all conditions. She should be able to think for herself; should have energy plus imagination; courteous and polite; able to create a good impression with the public and to get along with the people in her own office. Good health is always essential, for, without good health, few if any of the foregoing qualifications would be possible.

We must stress preparedness. The proportion of secretarial positions which do not require a working knowledge of stenography and typewriting is negligible. This training, however, can be secured in from six to eight months and need cost very little. Every girl preparing to enter business should complete her high school education before taking a business course. If a college course, or a training course in a secretarial school is possible, she is just so much better fitted to assume the duties of her position.

As to first-class training institutions, probably among the best is Simmons College, Boston, Massachusetts. Another good one is the American Institute of Secretaries, 27 Garrison Street, Boston, Massachusetts. The Katharine Gibbs School, both in New York and Boston, I believe is in very good standing. A number of good schools are listed in the section called Professional and Vocational Schools of Sargent's Handbook, "Private Schools." Anyone interested would probably wish to send for catalogs of any they might wish to investigate.

Naturally, a secretary should be an efficient stenographer, a neat, rapid and accurate typist; should understand filing systems; have a thorough knowledge of business correspondence, and be well grounded in English.

The business letter depends not only on the secretary knowing how to write, but also on her knowing what to write about, in other words, her knowledge of her particular business and its daily operation.

There are a few excellent books devoted to secretarial work, and the study of their specific directions and suggestions simplifies the problem of training. (**The Secretary's Handbook**, by Sarah August Taintor and Kate M. Munro. **How to Write Business Letters**, by John A. Powell.) There is such a thing as the professional spirit which, once we have it, leads us on, makes us grow. Such a spirit, once stirred into being by the study of these secretarial books, may after a time transform the promising beginner into a competent secretary.

Books on secretarial training may very well be followed by works on filing and indexing. The student of such works does not need to be told that accuracy in filing is important, and is able within a comparatively short time to develop a competency with filing systems considerably beyond that which the employer alone would be able to insure. With such knowledge the secretary can aid materially in working out the form and arrangement of the employer's personal files.

We think we can truthfully say that the occupation is growing in importance, and will continue to grow as long as young women of the right type and ambitions prepare themselves for the work. Not so many years ago, a woman secretary would never have been considered for a Supreme Court Justice, but since the World War experience has demonstrated that a competent, well-trained, congenial woman is as capable of performing the duties as a man. To show just the type of training required for a secretaryship of this nature, she must be a first-class stenographer, able to look up the law, analyze cases and apply the principles involved, check and double check, keep records of all kinds which may be produced promptly, and otherwise handle office details. The work is exacting and calls for intense application and concentration. It is likewise most interesting and varied, involving all phases of procedure, both civil and criminal. It has been demonstrated that women in a position of this type are just as trustworthy as men.

Mrs. Mabel R. Holdhusen, Northwestern University, Evanston, Illinois, has said: "As to the future, I am wondering about that myself, since inventors declare the private secretary

is doomed to become extinct when the dictaphone, microphone and central transcribing bureau, with tubes that will send the material back all neatly transcribed, become general in use. Still it would seem to me that even with all these improvements, the private secretary would be a necessity as a buffer or liaison officer between her employer and the outside world for no mere machine could be expected to keep callers at bay until the official was ready for them, or take care of the multitudinous details of which the good private secretary always relieves her employer."

If you should decide to enter the secretarial field, prepare yourself as best you can with the funds available; do not be easily satisfied. When you have secured a position, study your business which, when translated literally, means do your best. The woman who does her best invariably grows.

LIFE INSURANCE AS A PROFESSION FOR WOMEN

By MABEL V. CHEATHAM

Life insurance as a profession for women covers too broad an area for me to attempt to discuss it here from all its phases.

For thousands of generations woman's chief sphere has been a homemaker. Coming so recently into the professions as competitors with men, there still exists in man's consciousness the basic fact that he is accustomed to woman's operating in other directions. Women must be prepared to meet this competition as man to man, on the basis of the relative values of the two with no sex emphasis. The most important thing for women to learn, and what men know is vital in business, is to be impersonal. Her power lies not in her sex, but in the powers developed by her sex—her tact, intuition and originality. The net result is that only strong individuals among women attain great success. Generally speaking this is true in all lines of business but in the profession of Life Insurance it is particularly true.

During all these thousands of generations where woman was the homemaker, the very nature of that homemaker's duties have naturally caused womankind to have a favorable conception of life insurance, so that if the right kind of woman gets started in the business, she makes a success. She drifts naturally into a profession where the entire task for her is to tell the simple story of what a life insurance policy will do.

Quoting from Vash Young's article in *Forbes'* July number: "Is there some simple reason why every man or woman should be interested in life insurance? Yes; everyone faces certain possibilities which call for large sums of money. Now I do not claim that money comes first in life, for we know that this is not so. However, in modern civilization we all need money in the conduct of our daily affairs. Many important events and emergencies arise, calling for funds beyond what the average man has in the bank. So instead of talking about life insurance I talk about money in the most interesting way I can. Neither I nor any company can insure a person's life, for life is already insured and assured by the Supreme Being who is Life. However, through a life insurance company, I can make financial contracts which provide for every major money need, and these contracts never fail."

"After all salesmanship is simply finding human needs and solving them."

What does the occupation offer the worker?

(a) Social opportunities,

I doubt if there is any other profession which offers the social opportunities that life insurance does. Naturally among the wide and varied business contacts there develops a number of warm personal friendships. One must strive to be a good mixer, which increases one's social opportunities.

(b) Financial returns,

It has been said that Life Insurance is the highest paid hard work in the world. You can start earning while you are learning and the average income of the life insurance agent is undoubtedly double the average Government salary. Your clientele is built and there is no age limit. This is one profession that as you get older your increased experience and clientele will offset your inability to work as hard. One company alone in 1929 paid over \$5,000 each to more than 1600 of its agents. All companies provide a certain renewal system after the first year, which builds up your income. My contract provides a life-time income after twenty years service, depending upon my production. I only have nineteen more years until I'll be on "easy street."

(c) Hours of work and working conditions,

Is the work interesting and healthful? It can't help being interesting, as it deals with human nature and you are constantly meeting new people and new problems. It is healthful because it is a combination of indoor and outdoor work with the number of hours and amount of work to a large degree under your control.

(d) Chances for promotion,

Is my success dependent on my own efforts? The answer is probably more so than in any other line of business. As to the limit of earnings and achievement, I might add that there are men and women in the life insurance profession whose earning power runs over \$100,000 per year.

III. What does the occupation require of the worker?

(a) Personal characteristics,

The most important requisite of a successful agent is integrity — honesty. No permanent success can be achieved in any line without the fundamental requirement of integrity and character.

Second — The ability and willingness to work hard without too much supervision. In other words — self-management.

Third — Courage. Courage is an outstanding trait among successful life insurance men and women.

Fourth — Persistence. The late Calvin Coolidge has said, "Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a

proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent."

Also one must like people and like to be of service in one's community.

(b) Physical characteristics,

So many different physical types of men and women have succeeded in Life Insurance that I doubt if there is any certain type which could be said to be more successful than others. In looking over the pictures of some of our most successful women, I doubt if any of them ever won the prize in a beauty contest. A healthy mind and body and a positive attitude toward life are essential. I knew of one woman who made a success of life insurance in spite of a physical defect of deafness. In relating this to some one, they remarked, "Well, she just couldn't hear them say 'No'."

(c) General education,

Although there are many exceptions to the rule, I think that a thorough education, both high school and college, is necessary in attaining success in any line of business. It is not necessary that one study insurance in college, although it would be helpful. Also a commercial course is of great help. All companies offer free training for the new agent and the nice part is that you earn while you are learning.

IV. Economic demand

(a) Is this occupation growing in importance?

Life insurance has enjoyed a steady financial growth for over 100 years. The insurance now in force is well up in the billions of dollars. According to the census figures one half the population is twenty-five years of age or less, and therefore just starting on their insurance program. You can see that with all this crop of new prospects coming on that the greatest virgin field is the life insurance profession.

(b) Is the work seasonable? Is it geographically limited?

There are no seasons in life insurance. There seems to be an average steady production during the twelve months of the year.

Insurance is written all over the world, although the United States has the largest amount in force of any other country. With some companies one's contract is with the branch office rather than the home office and for that reason one can write insurance only in the state and territory where that branch office operates. The contract I have is with the New York office of my company, so that I am at liberty to write insurance any place in the United States that I like, the only require-

ment being that I take out a license in the state in which I write.

The life insurance agent is an executive. She is master of her own activities. She directs, decides and draws up the plans. Her compensation reaches figures in keeping with an executive. She is not an inside worker nor an outside worker. Just enough to balance and make the task agreeable.

Will the work benefit humanity? With the possible exception of the ministry or medicine, I believe that an honest, capable life insurance man or woman does more to make this a better world in which to live than any other. Life insurance keeps the family together, gives the children an education. I wonder how many boys and girls will start to college this fall from funds provided through a life insurance contract by wise and thoughtful parents. Life insurance permits mothers to devote their time to their children, and provides money for old age and during long, continued illness. These results unquestionably reduce crime, misery, and immorality.

I like to think of life insurance as based on love — the fact that some man loved some woman, some parent loved some child or some child loved a parent.

These are my reasons for having chosen Life Insurance as my life's work and why I hope that many of you girls will find happiness and remuneration in the same field.

OPPORTUNITIES IN THE BUSINESS FIELD OTHER THAN IN STENOGRAPHY AND TYPING

By ROCHELLE RODD GACHET

I have been asked to bring out in my talk to you the point of the variety of work available under the general term "business." Most girls think of "business" only in terms of stenography and typing, but just as housekeeping is by no means covered by just cooking and dusting, so too in business there are many other aspects than those represented by the special skills of shorthand and typing. But I am not going to mention the glamorous final possibilities in "business", some of which Mrs. Woodhouse has touched on in her talks. As she has said, one does not take a business job, and in a week or so become president of the firm. Instead there are long, long years of building up, and my suggestions will be of the practical first steps that can be considered.

The general term "business" covers those activities that center around the production and distribution of goods, "industry" being the term applied to production, and "commerce" to distribution. While many women are employed in "industry," I judge you are more interested in activities under "commerce." As aspects of the broad term "business," there are special fields that seem so different that it hardly seems as if they belong together at all, such as: transportation, banking, insurance, real estate and so forth. But in practically all fields there are types of work that need to be done, and in some one of these you will gain your first foothold in the business world. These are: accounting, advertising, statistics, secretarial, and clerical.

When you plan to go into the business world there is one basic decision that I feel you should make at the start, and that relates to your own personality. You should analyze yourself, and decide whether you are the type of person who likes to have a strong feeling of personal identity, or whether you enjoy most being one of a group. It is somewhat the idea of whether you like tennis most—where you are the whole team—or whether you get more fun out of being on a basketball team, where your efforts must be tied in with those of others. If you are the first type of person, try to get into a small office where you are involved in most of its work, and can feel yourself essential; if of the other group type, look for an opening in a large organization where the work will be quite different, as will the possibilities it opens up. Under present conditions, however, I should say that you would be wise to take any opportunity that you could locate. For business success

is a matter of slow building, and you will begin when you put yourself to the test of actual experience.

No knowledge that you gain is going to be useless to you, no matter what the final outcome of your business career. One of the things that is going to surprise you when you get in the business world is that there is practically no such thing as an unimportant detail—there is nothing that can be slurred over safely. If you have success as your goal, you must never get the habit of supplementing 90% right with an alibi, but you must be 100% right in the small as well as the big matters.

In the past I have belonged to that group that advised against learning stenography if you did not want to use it, as it is hard to break away if once started as a stenographer, but right now I believe it would be most wise to have training in both stenography and typing even tho you do not plan to use these always. For these now offer the best opportunities for entering the business world because of combined duties in many positions. And the important thing is to get *started*, when you have definitely decided that you have given yourself all the educational training possible.

The Federal Board of Vocational Education has a list of what it entitles "Clerical Positions." It is in one of these that you will probably make your beginning as a business woman. So I am going to read this list to you, and comment briefly as to the type of work that is indicated in each case. While this will probably be somewhat confusing, that very confusion will help to drive home the main point that I wish to make—that there are *many* types of work that you can engage in as a beginner. And do not despise any opening, no matter how insignificant it may seem to you. Boys begin at the bottom and work up, and girls must learn to do this too.

CLERICAL POSITIONS

(Federal Board for Vocational Education)

Non-recording Clerks

Cashiers
Messenger
File
Mail
Receiving
Shipping
Stock

Recording Clerks

General

Bill
Cost
Invoice
Order
Price
Payroll
Statistical
Store
Time
Voucher

Bookkeeper

Entry clerk
Journal clerk
Ledger clerk
Bookkeeper-cashier
Accountant

Stenographer**Machine Operators**

Addressing
Billing

Bookkeeping

Calculating
Card punching
Duplicating
Tabulating

Specialized Clerical Workers

Advertising Departments
Credit Departments
Mail Departments
Purchasing Departments
Traffic Departments

Keep before you that there are many types of work, as I have partially outlined for you, and set yourself a final objective that is as big as your dreams can make it, but my advice to you is to take any beginning job that you can get. And if you squeeze from each job as you climb up all the value there is in it, success will make your dreams come true.

WRITING

By EDNA KROMAN

Varied and fascinating are the ways of earning a comfortable living in the fields of writing for those with a talent that way. Miss Holbrook will discuss advertising, and I, fiction, non-fiction and journalism.

Though there should be nothing mechanical about creative writing, there are technics which can be acquired. A college education is particularly helpful, providing directed study of grammar, phraseology, and plot construction. Imagination and the dramatic instinct are Divine gifts. But only fiction writing requires these. Other writing demands primarily a flair for using words.

Newspaper work offers a limited field for women, and is for the majority, a low-paid profession. Advancement is even more limited, particularly since reporting is for many reasons, a work for young persons. Few newspaper women have become successful fiction writers, and considering the large number of men in the profession, the same is true for them. The work leads more to feature writing and advertising. A college course in journalism is now desirable.

Both magazines and newspapers have definite policies as regards types of fiction and features published. For this reason it is wise to study a magazine before submitting a story.

To the question, "How can I get a job?" I can only answer: I hope you can all go to college now, and at the end of your four years conditions may have improved so much that this problem will be largely solved for you.

HEALTH

By HELEN McLEAN

This afternoon we are taking up the subject of vocational work as particularly applied to the Nursing Profession. We shall discuss it under four heads—

1. Duties performed by the worker
2. What does the occupation offer?
3. What does the occupation require?
4. Economic demand

1. Under duties performed by the worker one can easily see that all practices and procedures that tend to the comfort, and assist in recovery of the sick are included. The nurse is taught scientific handling of the patient, the use of various mechanical devices, along with the theory of nursing. Continued practice and study raises nursing to the realm of a fine art.

2. What does the occupation offer the worker?

(a) The occupation of nursing offers social opportunities. Since early days, with one dreadful exception of the Sary Gamp period, nursing has been led by high-minded groups of women—even men. During the present century the public has more and more placed the nurse in high social positions. According to her own personality and preparation, there is no bar to her social prestige. This is evidenced by appointment of Deans of Nursing in Yale, Vanderbilt, and other colleges. In our own communities the nurse is a welcome addition to any group.

(b) Financial opportunities—In these days of depression the members of the nursing profession have suffered possibly more than any other group. We would say that this field is becoming too crowded, and the supply greater than the demand; hence, financial returns are not particularly attractive at present. However, for well-prepared nurses there seems to be a brighter outlook.

(c) Regularity of employment—The nurse who is qualified can normally find regular employment in any of the various fields of hospital supervision, public health, industrial, and on down to doctors' office assistants and anesthetists. Private duty seems to be the one branch of nursing that is unorganized and irregular. Yet, in spite of its great sacrifices, the average nurse is so imbued with the love of actual care of the sick, that she stays in the private duty class in spite of its uncertain status.

(d) Hours of work—Because nursing began as apprentice work in hospitals it is hard to get away from the long hours—from nine in the day to twelve hours at night. There is now a real effort on the part of nurse educators to place before the hospital authorities and the public, that nursing is an exacting occupation, that the mind and hand should not be taxed with more than eight hours continuous duty. When the public realizes that its loved ones must have the best skill, not the fagged attention of a tired nurse, it will assist us in educating everyone to at least an eight hour day and eight hour night for nurses.

(e) Working conditions—As a rule the nurse has fair working conditions.

(f) Chances for promotion—The chances are great, especially in the lines of teaching and supervision, but this depends upon the personality and preparation of the individual.

3. What does the occupation require of the worker?

(a) It requires such assets as dependability, neatness, courtesy, tact, poise, ability to take and give directions, but above all, initiative and gentleness, understanding, adaptability and sympathy. This sympathy must not be maudlin, but a true appreciation of the helplessness of the sick, and an inner urge to assist. If a nurse develops all these qualities she will naturally fall into the class of leaders in the profession.

(b) Physical characteristics—A nurse must possess abundant health, otherwise the demands on her strength will overpower her. The Superintendent of Nursing Schools should be extremely careful not to admit applicants with physical deformities, such as impaired vision and defective hearing, or any facial deformities. The lame should not attempt nursing, nor the overlarge. This is not selfishness on the part of the Superintendent, but a kindness to the applicant, because even if she can get through the school she will be handicapped and not able to take her place with other nurses.

(c) General education—In most states all recognized nursing schools require a diploma from a standard accredited senior high school. The applicant must be eighteen years of age, or above. As medical science advances the need for young women of higher education in the nursing field has become more apparent, requiring young women whose minds are capable of giving and understanding theoretical nursing procedures and their effect upon the treatment and prevention of disease.

Educational standards have been raised in all professions in the last few decades and the nursing profession, dealing as it does with life and death and in whose hands are placed the intelligent care of loved ones, must not lag behind. The popular trend in nursing education now is toward the university course. In many states nursing education is being included in the university curricula. Nurses coming from these schools are particularly trained in leadership. The course is of five years' duration and offers a B. S. degree in nursing education.

(d) Special Training (length of time, cost of training, where can one find list of first class training institutions?) The preliminary period is usually four months. This is a period in which the applicant has an opportunity of deciding whether or not she wishes to choose nursing for her life work. It also gives the Director of the School of Nursing an opportunity to study the applicant and to determine her possibilities for making a desirable student. Some schools give a monthly allowance fee to enable the student to provide small necessities, but the idea of placing nursing education on the same financial basis as all other types of education is becoming more popular and it is just a question of time until tuition and outside living accommodations will be required. In each state a Board of Nurse Examiners is set up by law. When a student graduates and receives her diploma from her school of nursing, she then goes before her State Board and takes an examination in the subjects she has studied. When she passes these examinations, she receives a State Board certificate which entitles her to the right to place R. N., Registered Nurse, after her name. In employing nurses one should be very careful to see that the nurse is registered, because this shows that she has met the requirements provided by law for practice in her profession. Lists of accredited Schools of Nursing can be secured from the Secretary of the State Board of Nurse Examiners.

4. Economic Demand

(a) Is this occupation growing in importance? In our great Biennial Conference in Washington, in April, eight thousand nurses had the pleasure of listening to an address by Mrs. Franklin D. Roosevelt. She stressed the importance of our profession, and particularly the part we seem destined to play in rural communities. She feels that a real campaign should be made for rural nursing, and cited instances of neglected men, women and children who were an economic loss to society because of preventable physical handicaps. Here we are, a great group of trained women who have a real contribution to make to society. There are three million who

need us. How can we get together? Mrs. Roosevelt thinks that this can really be accomplished.

Our work does not depend upon the seasons as some work does. It is ever-present. It is not geographically limited. When we see what has already been accomplished by the vision of our President, we have confidence that with the advice and help of those with whom he has surrounded himself, we shall be able to move forward more steadily.

With the assistance and understanding of the public the goal of our nursing profession—health teaching and restoration of our people to normal health—will constitute one of the great movements of our age.

HOME ECONOMICS

By KATHERINE FORNEY

Home economics offers a great number of opportunities for making a living and equipping one for a balanced, happy life. One profession open to home economics trained people is that of teaching. Home economics is being offered in some elementary schools of the State, in all high schools, in most colleges, and in adult work. It is interesting to note that in Alabama the supply of good home economics teachers is not adequate to meet the demand.

Preparation for teaching home economics includes a minimum of four years of college following the prescribed curricula leading to a B. S. degree. A person may qualify to teach vocational home economics, to have a major in general home economics, or a minor in general home economics, depending on the courses selected.

The monthly salary in the teaching profession ranges from about seventy dollars to one hundred fifty dollars with an average salary of approximately one hundred dollars. Teaching is challenging to a person who likes to work with others and who has a vision for helping create better homes. Fields such as teacher-training and supervision are open for continued advancement for the person who makes good in teaching.

Some consider the three months in the summer without employment an advantage. This gives time for further study and travel, or for trying out new phases of home economics work, as managing food for a summer camp, hostess in a summer hotel, taking charge of canning centers, or for making good everyday use of home economics. Others find a long summer without pay a decided disadvantage financially.

Vocational teachers have an opportunity for greater growth on the job because of training given on the job, of devoting teaching time almost wholly to home economics, of being employed for a portion of the summer to do work in the homes.

Teaching home economics can lead to something else since teaching experience is considered a distinct advantage in many business jobs in the field of home economics.

OPPORTUNITIES OF LABORATORY WORK AS A CAREER FOR WOMEN

By SARAH H. McCARTY

Work in a clinical laboratory offers to women a career of real service, and to one with a scientific turn of mind, each day's work remains, even after ten years in the game, as exciting as a good detective story. But the apprenticeship is long and hard, the hours are irregular and the drudgery and routine connected with it are comparable to that of housework.

Laboratory technicians are strictly American institutions. The need for them is the outgrowth of our American hospital system. Fifteen years ago little time and thought were given to their training. A girl simply stayed around a laboratory a while and picked up what she could in the way of procedures and methods, and then went out to get a job on her own. This haphazard method worked successfully if the girl realized her limitations and went into a laboratory where her work was adequately supervised by a pathologist. But pathologists are busy people and have little time to give attention to the details of training the flocks of would-be technicians that descend like locusts after graduation time in June. Consequently, the American Society of Clinical Pathologists decided on a plan which would standardize the training of technicians and assure the doctors and hospitals that their laboratory work was being done by competent people. They founded a Board of Registry for technicians which has been operating now for some years. The registration is conducted from headquarters in Denver. Examinations are held by this Registry twice each year. They are conducted like "College Board" examinations, the questions being compiled and graded by a central board. In addition to the written examination the applicant must pass a practical test conducted under the auspices of a qualified pathologist in her district, and the integrity of the applicant is investigated by queries sent to her training school. Hospitals cannot be approved by the American College of Surgeons unless they employ only registered technicians.

The Registry also approves training schools for technicians. Requirements for entering these schools include graduation from high school and two years of college work including courses in biology and chemistry. In the near future this period of preliminary training will be lengthened to four years, a college degree thus being required of all laboratory technicians. The fourth college year will probably be combined with

part of the practical training and conducted in an approved hospital.

At the present time the training after college takes from eighteen months to two years, depending upon the scope of the work which the technician undertakes. X-ray work is often combined with clinical laboratory training and this combined course takes more time. The tuition in such training schools varies from \$800 a year to no fee at all, depending upon the institution offering the training. The easiest and best way to secure training is in the laboratory of a university where the training school can be operated in conjunction with a medical school. These laboratories have an adequate teaching staff and teaching material. But training in such schools is more expensive and there are comparatively few places available. By far the greater number of technicians receive their training in the clinical laboratory of an approved hospital, under a supervising technician and a clinical pathologist. In such laboratories the students enter on the same basis as the student nurses, usually receiving their maintenance and, in some hospitals, even a small salary as compensation for their work.

Before beginning her apprenticeship the embryo technician should examine herself and see if she has the following qualities: she must be quick with her hands and head and slow with her tongue and temper. She must have illimitable patience and an eye for detail. She must have a mechanical turn of mind and be original and inventive. She must be neat and a good housekeeper. And she must have excellent health—especially good eyes and feet. Long hours, hospital food and the confinement of a twenty-four hour day are too much for a young person not in the most robust health. She must realize that she can have few hobbies outside her work and not be disappointed when her duties keep her from social activities that she has been looking forward to for a long time.

When the technician finishes her training course and passes her Registry examination she is ready to take a job, provided there is one available. At the present time, of course, there are more technicians than jobs. Hospitals and doctors have been bankrupt during the past few years, just like everybody else, and though there is still enough work to keep all technicians busy, salaries and staffs have been reduced to the limit. Providing, however, that the economic situation will be better adjusted by the time you have finished your training, there are three fields of laboratory work that you can go into.

1. Work in a public health laboratory, supported by city, county or state. The salaries in such positions range from \$75.00 to \$110 per month in this part of the country. This

work is almost entirely along bacteriological lines, the bulk of the tests performed by such laboratories being examinations of throat cultures for diphtheria, of sputums for tubercle infection, the bacterial counts of milk and water and the examinations of smears and blood for venereal infection. This is the only type of laboratory job that has anything like decent hours. It has the added advantage, further, that you have only one person to please, your immediate superior, and not a whole hospital staff. It has the usual drawbacks of positions where the salaries are paid out of public funds, namely preferment is apt to go where there are political connections and not to the best workers. The work lacks the dramatic qualities of clinical work since the technician never sees her patients.

2. Work in the clinical laboratory of a hospital or clinic. This field attracts by far the greatest number of technicians. The salaries range from \$65 to \$200 a month, some with, some without maintenance. To succeed in this line you need many accomplishments, from being a good electrician who can repair the centrifuge, to being a tactful person who can soothe irate patients about their bills. Within five minutes' time, I have been asked to pull a little boy's tooth, to send a free ambulance to a friend's home where a tramp had had an epileptic seizure in the back garden, to take a photograph of a tumor, and to inoculate a dog for rabies. These, however, represent the more outre of the demands made upon the laboratory technician. The bulk of her work consists in helping doctors make a diagnosis. Now your doctor is the nicest man in the world and your best friend when you are ill, but he is temperamental and hard to please. He has to work under high pressure himself and he expects his technician to do the same. He often passes the buck to the technician and asks her to perform some simple test at 10:00 p.m. after he has been intending to call her all day and tell her about it. In spite of the bad hours, however, this type of work is very satisfying. It is varied enough to be interesting and exciting and the technician meets a constant stream of new and interesting people—patients, doctors, internes, nurses and other members of the hospital staff. Although there is little opportunity for a pleasant social life outside the hospital, the hospital has a special little world all its own where there is usually more gaiety and activity than there is time for.

The tests performed in such laboratories include blood chemistries, preparation of tissues for microscopic examination, preparation of vaccines and serums, metabolism tests, Wasserman reaction, attendance upon autopsies. And all the miscellaneous things such as blood counts, examination of

urine, feces, sputus, gastric contents, and pretransfusion blood matching.

If your job is in a large laboratory, in a hospital where six or eight technicians are employed, your chances for advancement are quite good. The girls in the supervising positions move on to larger hospitals and better paid jobs and we lose a few technicians through death and matrimony, though of late years very few technicians seem to have found husbands who can support them and have kept their jobs after they married. The chances for becoming a director of a laboratory are nil as no ethical technician can conduct a laboratory without the supervision of a pathologist or a physician.

3. The third type of job open to the technician is a research position. These positions are limited to the more highly trained and experienced workers and represent the top jobs as far as regards advancement but the salaries do not as a rule exceed those paid to clinical laboratory technicians. Medical schools, institutions like the Rockefeller Foundation and the Carnegie Institute, and large pharmaceutical houses like Parke, Davis and Company, are the only places where such jobs are available. Technicians engaged in research work are under the direction of the chief of the laboratory and usually have an M. S. degree or part of their work done on an M. D. or Ph. D. Research is of course the most fertile branch of medicine but it, too, has its disadvantages. People are apt to get stale shut up in a laboratory away from the daily problems of diagnosis, ideas may refuse to come quickly and months of patient investigation may yield no results. I believe that, after all, service as a "lay brother" in a clinical laboratory is the most satisfying for the technician.

HOSPITAL DIETITIAN

By ESTHER SCOTT

I. Duties performed by worker.

Buy or requisition all groceries. Make menus for all types of diet—liquid, semi-solid, soft, light house or regular diets. Supervise the weighing and measuring of special diets. Supervise the preparation and cooking of all the food. Teach cooks the principles of cooking. Supervise the serving of foods. Teach and demonstrate the principles of nutrition in diet and disease to student nurses. Supervise student nurses in the diet kitchen. Visit patients daily. Instruct patients for special diets. Plan and direct the kitchen, dining room and diet kitchen housekeeping.

II. What does the occupation offer the worker?

(a) The social opportunities are high—you are associated with the leaders of hospital training, the teachers of high schools and colleges, the nutrition workers of the state and nation.

(b) Financial returns \$50 to \$200 a month with full maintenance (full maintenance includes room, board, and laundry.)

(c) Employment twelve months with two weeks to a month vacation.

(d) Working hours eight to ten hours with one afternoon a week off and an occasional week-end.

(e) Working conditions fair. Lack of equipment is often a handicap. Lack of funds and wise expenditure of money.

(f) Chances for promotion very good—depend upon the person.

III. What does the occupation require of the worker?

(a) Executive ability, dependability, courtesy, tact, poise, sense of humor, neatness in appearance, ability to take directions.

(b) To be well and on the job.

(c) High school education, four years of college work with a major in nutrition and institutional management.

(d) Student dietitian courses are offered in the South at Vanderbilt University, Nashville, Tennessee, and Medical College, Richmond, Virginia. The American Dietetics Association will furnish list of schools or hospitals giving approved courses for student dietitians.

IV. The economic demand is growing in the South. Schools, hospitals, hotels, cafeterias, lunch rooms and tea rooms are employing trained people.

SCHOOL LUNCH ROOM MANAGERS

By MRS. S. J. COLE

Since everything connected with foods has been reduced to a science, there is an absolute need for trained people in all phases of the work.

School lunch rooms have justified their operation in the results demonstrated by improved health conditions of the children, better class room attendance and ability to learn.

Since this is true, the manager must know sound food principles. A college degree does not guarantee ability to manage a lunch room—an apprenticeship is desirable before taking the position as manager. A course in home economics, institutional management, and some years of practical experience must be the foundation before attempting this important work.

There should be many openings in the future for young women who choose to do this work. With such a foundation a manager should rank in pay and standing with a teacher in her school.

LIBRARIANSHIP

By ELLYN BROOMELL BEATY

Qualifications for library work start with the foundation of a broad general education, which should include wide reading interests, a working knowledge of foreign languages, and specialization in at least one field of knowledge. "Know something about everything and everything about something."

Training is obtained at library schools, a list of which may be secured from the American Library Association, 520 North Michigan Avenue, Chicago. Most of the accredited library schools require a college degree for admission. Technical knowledge may also be obtained through training classes in large public libraries, summer school courses, and correspondence courses.

Personality requirements include high scholarship, administrative ability, initiative, business sense, tact, good health, a realization of the true value of the library in its community, and a spirit of service.

Salaries are the equivalent of those in most educational positions. The rewards of the work are those of personal growth and cultural advantages, contact with the best in books and people, joy in a life of activity and service.

At present there is a serious over-supply of trained librarians, due to reduced library incomes from taxation and a lack of appreciation on the part of the public of the value of trained workers. Library schools are being more strict in admitting students, and the American Library Association is making every possible effort to raise standards. It is hoped that in the planned economy of the future the library will find its true place.

Fields offering the greatest possibility of positions now include business and special libraries of all kinds, school libraries, and work in adult education.

MUSIC

By H. D. LeBARON

Music is a necessity or a fad according to one's educational background. The depression has caused curtailment in all lines of endeavor, but so great has been the increase of those with music as a vital experience that the field offers as much promise as any other. In many localities there have been marked changes in the attitude toward music. In general music has stopped in those communities in which music is regarded as the display of technical skill and has been continued where a more socialized program had been developed.

The field may be divided under three headings: scholarship, performance, and teaching.

Scholarship

Research in music may not seem very near to one just entering college, but I stress it because so many can only grasp music in terms of its manual performance, and then the ultimate leadership in all lines of musical endeavor lies with the scholar. In a few of the larger schools of this country are to be found the beginnings of thoroughgoing musical study devoted to the undersanding of past development, to the relation of this development to present trends, all related through the comprehensive study of the historical, psychological, and physiological approaches. There are formally established chairs of Musicology at Cornell, University of Pennsylvania, Harvard, Columbia, and on the west coast Stanford and the University of California have given aid to the subject by publishing studies. Among the women's colleges, Smith and Vassar are doing work in this field. Women who have pursued work in this field naturally find quickest returns in the teaching field in colleges but women like Marion Bauer, Harriet Brower and Harriet Densmore have established a name for themselves in research and the field of musical literature.

Composition has always been a source of much personal satisfaction but as a means of livelihood it counts as little. To the beginner it is a subject so filled with mystery that it seems an impossibility, yet faithful work brings the power of accomplishment here as elsewhere. American women who have had a large measure of success in the realm of composition are: Marion Bauer, Mrs. H. H. A. Beach, Carrie Jacobs Bond, Gena Branscombe, Mabel Daniels, Jessie Gaynor, Margaret Lang, Mana-Zucca, Harriet Ware.

The psychology of music, while a small field, is nevertheless an important one. The larger schools of music use psychologists to test the ability of entering students. Dr. Hazel Stanton, formerly of the Eastman School, is the best known of the women in this field.

Performance

Just at present the solo concert field, even for the most famous, is not a source of large, even adequate, income. Only the most superlative should venture into this field and then in good years it takes a small fortune to get started.

The radio is an opening that is a substitute for the concert field. It requires as much talent and technic as any field of performance but in vocal work a small voice may be a "radio voice" when it would not be a concert voice. Jessica Dragonette has a very small voice, the microphone magnifies the small volume to appropriate size but Miss Dragonette's grasp of the other elements involved is so telling that she has become a real musical personality.

Those who do not feel equal to a solo career often think they will be accompanists. Only the large cities offer much in this line and the modern accompaniment calls for the technic of a virtuoso. One is always in competition with the concert artist who needs a penny. There are, however, examples of women who have succeeded in this work, but their efforts are mostly confined to the large vocal studios in the large centers.

The large symphonies sometimes have women within their ranks. Miss Chalifaux of Birmingham is the solo harpist of the Cleveland Symphony. Small ensembles find income in receptions and other social occasions. Hotel music has gone largely to jazz and to the men.

Solo performance, however, should not be neglected. In most communities it is the only acceptable evidence that one is musical. One's livelihood therefore is likely to depend, for a time at least, upon one's fingers or voice.

Teaching

This field offers the quickest returns financially. Piano instruction is possibly the most obvious field. This can be undertaken at various levels from the beginner to the college level. The adult beginner is receiving attention these days. The enterprising teacher should anticipate two changes in the teaching field. First group or class instruction has much to recommend it, and the leadership in the field is seeking a more socialized set of objectives for music instruction to salvage the

many who start music, spend hours at it, and then drop all interest because of the large amount of time necessary to maintain a virtuoso-like technic.

Next to piano instruction school music is the largest field in Alabama. It is just developing and without question the same development which has taken place in the rest of the country will find its way to this state. The vocal side has received first attention here so that one of average experience is likely to look on school music as requiring special vocal skill. The full program, however, includes band and orchestra as well as elementary theory and appreciation, and the vocal work is not based upon a solo voice but upon choral activity. The combination of piano instructor and school music teacher is the initial work of many graduates of this school.

Most other teaching interests are more apt to be of personal satisfaction or of community value than sources of income. Combinations of violin or voice with piano or with some academic subject are of course possible.

Among the community aspects of music, the field of organ and choral work in church is suggested. It is a field rich in service if not in money return. Charlotte Lockwood, of Greensboro, North Carolina, has pushed on to the top in this field. The ministry of music in the large urban church is the peak of this field and women have had good success in it.

The trend in music, as in practically all fields, is marked by an added sense of community responsibility. Music has too often served to divide communities, especially small ones. One who loves music should not hesitate to enter the field, as music can be both a vocation and an avocation and can change from one to the other point of view with but little loss. There will always be room for one who can bring enthusiasm based upon good scholarship and a reasonable amount of talent. Roughly if one is thoroughly interested in music at the college age it is fairly sure that the natural talent is sufficient. Music is not a mystery and the intelligence which will succeed in other fields will succeed in music when applied in that field. Then the day of looking at music as a frill has passed. Musical leadership will be sought in increasing amounts, and one may be assured that a "job" can be found.

RECREATION

By ELIZABETH JUNKEN

Why Should I Select This Job, and What Goes into the Making of a Successful Career?

This is an important question when figures show that only twenty-five per cent of adults in business are happy. Happiness may consist in liking what we have to do; but if that "have to do" may become "choose to do" chances for happiness are multiplied considerably. With so many fields open today, every prospective worker (and aren't we all, I hope) has a right to a glimpse through the innumerable doorways. The doorway of physical education and recreation is the one through which we shall peep for a brief moment.

What Is Considered Under This Heading, Physical Education and Recreation?

We are delighted, although not surprised, to find that nationally, as well as locally, the proper use of leisure time is being seriously considered. "The American people have forgotten how to smile," said a noted author recently. If such an indictment be true, it is time we took leisure time seriously. Whether to help in the building of the kind of character we wish for our children, or to offer relaxation from tension, a new interest for boredom, rest for fatigue, or exercise for restlessness, we all need to know how to play; and it becomes more evident that people are needed to teach us how. This, then, is our job in a growing field of service: to know how and be able to help re-create; to send back to work men and women, who, through wholesome play and new beauty of living, find life more worth-while.

A thrilling occupation, and not so new. Greek games, folk dances, creative art—all are old as people themselves. Play is a natural instinct; but, unfortunately, except in a few, it has never been cultivated. The war, perhaps, showed us the great value of wholesome activity as an antidote for low morale. Today we need it as never before.

What Are the Qualifications for Such Leadership?

First, personality—alive, buoyant, enthusiastic; second, an educated mind, keen and alert; third, a body symbolic of health, supple and expressive of the thing we represent; fourth, joy in life and living together with one's fellow men. And so, unless you like people and like to be with them, don't try this career, for you will be on call for all forms of service from

puppetry to song leading, from gym instructor to chaperoning a dance.

What Training Is Necessary?

The qualifications verify the fact that this is no job for slackers. Undoubtedly a college education is a necessity. A well-rounded knowledge of things in general one must have. There are special physical education schools. Also, most of the recreation organizations (Girl Scouts, Boy Scouts, Girl Reserves, Y. W. C. A., Y. M. C. A.) have training courses in their special techniques.

The position of professor of the physical education department in a college requires an M. D. or a Ph. D. For all leadership of recreation the prerequisite is the all-round knowledge of facts. And so Miss High School Girl to college.

And Will I Be Needed When I Am So Trained?

Let us look a minute at the field, for a growing and diversified list represents the different roles one may take on this physical education and recreation trail. A few of them are: gym teacher; swimming instructor; teacher of horsemanship; camp director; club and recreation director; community organizer; personnel staff in department stores, factories or institutions; playground director and supervisor; high school and college instructor. Here is opportunity for creation with head and hand and heart. Any number of specializations are possible. For instance, a young woman made a splendid business of children's parties, directing and enjoying them. What a welcome help to weary mothers; and a joy to the children as well as to the girl herself. Perhaps in no other field is there more diversity nor more occasion for ingenuity.

What Are the Returns?

Over and above the sheer joy of seeing people learn to play and become healthy happy souls by forgetting their troubles, you may expect to be paid anything from one thousand a year as a teacher, or club leader or playground director, up as far—well, five or six thousand, as supervisor of recreation, head of college physical education department, or in an executive position. It all depends on you.

TRAINING AND OPPORTUNITIES FOR EMPLOYMENT IN RELIGIOUS VOCATIONS

By MRS. MARY MOORE MCCOY

There is no field of human service in which wider variation of training is required and greater range of opportunity exists than in the field of what may be described as the religious, or full time life service occupations.

The conception of training has changed from the position taken by some churches fifty years ago, that "a call" justified the granting of a license to a young man to preach the Christian Gospel, no matter how inferior his training or how inadequate his scholarship. Today Christian service demands not only the dedication of one's life, a "sense of mission," and a consciousness of the immanence of God, but superior scholarship and the best educational opportunities. The types of Christian service in which the candidate wishes to engage and the probability of employment should be surveyed before entering upon highly specialized training if the candidate is to avoid possibility of disappointment.

Suppose we consider briefly the kinds of positions young women dedicated to lives of Christian service may fill. Every church with a large membership needs a church secretary. This person not only keeps up with the pastor's engagements, writes his letters, keeps the church office open for callers, but assists the stewards, deacons, or elders in properly recording the receipts and disbursements of church budget items. It is immediately apparent that this position requires business training, fine discretion and poise, and at least a minimum of specific training in Christian doctrine, Church history and organization, and sociological problems.

The teacher of religious education, the nurse, physician, well-trained college, high school and elementary teachers, the woman who wields a gifted pen, the musician and artist are all employed by church boards today as missionaries and deaconesses, both in America and in foreign lands.

The compensation, though modest, is sufficient, and most church boards provide excellent medical attention and old-age and disability pensions.

Most churches maintain training schools for accepted candidates, where specialized training may be secured after the candidate has finished her college or university training.

Any girl interested can get full information from her own Church Board of Home and Foreign Missions and from her local pastor.

SPEECH

By HELEN OSBAND

Summary of the Discussions

The principal aim of the two Speech-group meetings, held in connection with the Student Career Conference, was to give the students who attended some idea of the various fields of Speech open to them; and to get them away from the usual high school student's notion that "speech" means only the "speaking of a piece" or becoming an actress. The recent developments in the field were brought to their attention and the wonderful possibilities for pioneering.

Some of the developments discussed were: the need for speech today in the grade and high schools; opportunities in auditorium work, stage and scenic design, pageantry and play writing, and the interest now abroad in speech correction clinics.

The various phases of college speech work were outlined and the possibilities that lay in speech training in the present day colleges.

The girls were not encouraged in choosing the stage or platform as life careers, but rather in making speech a necessary part of any career. The charm and joy in learning to speak well, and of being interesting and alert speakers, and the possibilities that lie in speech as an avocation, as amateur theatricals, story-telling, poetry reading and speech chorus work, were talked about. The importance of conducting club meetings and understanding parliamentary law was emphasized.

Individual problems of speech that were of particular interest were taken up and girls given help to the best ability of the adviser.

SOCIAL WORK AS A CAREER

By WINIFRED COLLINS

Social work is only at the beginning of its development, at least that is the opinion of many prominent social workers. Those who are interested in a field of activity where character, education, training, and skill are important to its continuous development, should find social work attractive, but the opportunities in social work, as in other professions, are reserved for those who show capacity. Social work offers interesting possibilities to men and women wishing to go into a profession whose primary objective is public service.

Social workers are found in every type of tax-supported and voluntary activity which has to do with the welfare of human beings who for one reason or another (physical or mental illness, unemployment, death, desertion, instability) are unable to organize their own normal activities in a particular social environment and under our social structure without assistance or supplementary resources.

Social workers are employed by private social agencies and by governmental departments under federal, state, county and city auspices; by citizen committees, civic organizations, and religious denominations; by schools, hospitals, courts, and industrial bodies. They work in rural districts and in cities of every size.

With the rapid development of social work under both private and public auspices, the importance of improving the quality of service through the use of professionally trained workers has been increasingly recognized. As a result, there is a steadily growing demand for properly qualified men and women to fill positions in this field. In the last two or three years temporary relief activities under governmental agencies have been developed on a large scale to meet the needs of the unemployed. These activities will decrease as industrial conditions improve, but judging from the history of other depression periods, it is probable that several millions of the unemployed will not be reabsorbed by industry, and public welfare departments will be obliged to carry on larger permanent programs than previously with resulting increases in permanent staff positions.

In discussing the subject of social work as a career I am going to give you the different types of social work activities, but I am not going to dwell on any special group. If anyone of you is interested in one particular type I will be glad to refer you to the best persons with whom to discuss the subject, or if it pertains to Family Welfare, Settlements, Indus-

trial Welfare, or Girl Scouts I will be glad to discuss it with you. I shall take up the preparation or training, where training can be secured, salaries, qualifications, disadvantages, advantages of social work.

Types of Social Work Activities

The types of activity in which social workers engage may be classified roughly under the headings—social case work, social group work, community organization, social reform, and social research. Organizations exist for the specific purpose of providing these services such as settlements, family welfare societies, and city and state departments of public welfare. Industries, institutions such as schools, hospitals, clinics, and courts also include social work as a part of their services.

Social case workers endeavor to assist individuals or families who wish some type of aid because their problems of living, temporarily or permanently, are beyond their capacity to solve without help. These problems are due to a great variety of causes. Many result from the failure of our social and industrial structure to absorb readily in gainful occupations a large portion of our population. Other problems are highly individual requiring specialized services.

An individual responsible for his family and threatened by serious difficulties turns to the family welfare society for assistance in finding the solution best for the family as a whole and for the individual members. This type of service is family case work and like all social services, it calls for judgment, training, experience, and ability to work with, rather than for people. The process may uncover the whole gamut of problems that come to a family in the business of living or may mean only simple but timely assistance.

The most successful case work policies are encouragement and stimulation, the fullest possible participation of the client in all plans and the skillful use of repetition. Sometimes there must be warning and discipline; always there must be direct action of mind on mind. One of the most characteristic methods of case work is its many sided approach, its assembling binding together and readjusting processes. The social case worker must think of cases in terms of the whole state, the whole community or the whole country, and consequently must be interested in the many agencies established and work with all of them. She must know when and how to use each of these agencies. She must know how to secure jobs for her people and the best methods of approach to their employers. She must act through other specialists, other agencies, and

through her client's own social group in working out a joint program which shall achieve the desired social result. It is the combination of all enumerated services which constitutes social case work on a professional grade. The art of social case work is the art of discovering and assuring to the individual the best possible social relations. The highest test of social case work is growth in your own personality.

The child whose natural environment is disturbed is brought to the child welfare organization whose particular knowledge and experience help to discover individual needs and to work out an adjustment for the child either in his own home or when necessary in another family by utilizing other community resources. The service given by this type of agency is case work in the field of child welfare.

Other forms of case work have developed in connection with the courts, prisons, hospitals, clinics and schools because conflict with the law, need for medical care, or a child's difficulties in school usually involve underlying problems for which a solution must be found if the purposes of these agencies are to be realized and which require the supplementary services of social workers. The social workers employed at these strategic points are the probation and parole officers, medical and psychiatric social workers and visiting teachers, all of which must have had social case work training.

Individuals usually need opportunities for group association and recreation as part of their normal social life. Group workers undertake to meet this need by establishing and conducting recreation centers, clubs of various kinds and leisure time activities for boys and girls, men and women. Positions in group work are found in settlements, community centers, churches, Girl Scouts, Boy Scouts, Young Men's and Young Women's Associations, and similar programs.

The prevention of disease with resulting prolongation of life is an important public service. Public health workers promote activities in this field such as health information and education services, nutrition classes for children and the extension of clinical and hospital facilities for the general public. They are employed in public health departments, tuberculosis associations, health councils and other public and private agencies engaged in education for the prevention of disease.

Social programs must be planned in relation to community needs so that these needs may be adequately met through the development and correlation of important services. This is the process of community organization, and workers in this field are employed in national and local agencies concerned

with the promotion, improvement, and interpretation of welfare services. Examples of national organizations are national federations of local agencies and organizations promoting social legislation. Local examples include councils of social agencies and community chests.

By a method different from that employed in either case or group work, though with the same end in view, social reform seeks to improve conditions in the mass—chiefly through social propaganda and social legislation. Whether the immediate object be child labor, illegitimacy, desertion, non-support, better housing, better health, better working conditions, better use of leisure, or a long list of other objectives, the main purpose in these different social reforms still is to advance the development of our human kind by improving social legislation.

Research workers study social conditions and the experience of social agencies to determine the adequacy of existing services and the more obscure causes lying back of social problems. Statistical and research work is carried on by government departments, private social agencies and foundations.

To sum up social work is to say that the whole of social work is greater than any of its parts. All parts serve personality but in different ways. Case work serves it by effecting better adjustments between individuals and their social environments; group work serves it by dealing with the people face to face, but no longer one by one; social reform serves it by effecting mass betterment through propaganda and social legislation; and social research serves personality by making original discoveries and re-interpreting known facts for the use of these other forms of social work. A social worker should know something of all forms—the more knowledge she has of all types the better—and she should carry through her special task in such a way as to advance all of the types of social work just enumerated.

Preparation

Schools of social work have been organized in an endeavor to meet the demand from social agencies for professionally trained workers. The development of formal training and the demand for it are in line with professional education and requirements in other fields such as law, medicine, teaching and nursing. The schools of social work are organized into an association known as the American Association of Schools of Social Work.

The social worker needs a well-rounded college education. Too early specialization is not recommended. A good basis

for professional training can be most advantageously laid during undergraduate study. Sometimes a man or woman who has trained for teaching, nursing, law, etc., frequently transfers to social work after taking training in one of the professional schools of social work.

The most important preparatory courses for the undergraduate student are those in sociological and biological sciences, for the schools of social work require such courses as sociology, economics, political science, psychology and philosophy, anthropology and biology. A broad cultural background provided by other courses and a vital interest in current events are also important.

In the professional schools courses are offered in theory and practice of social work, together with courses in the sciences which social work must adapt to its purposes. Supplementing the courses, supervised experience is offered through accredited social agencies where the student not only observes the work that is done but also participates in this work under supervision. The combination of theoretical and practical training tests out the student's personal aptitude for social work. A genuine liking for people and a scientific attitude are essential.

The length of time spent in a professional school varies from one to three years depending, in some cases, upon whether or not the student desires to secure an advanced degree. Some professional schools provide for undergraduate training. Beginning in 1935, the American Association of Schools of Social Work will authorize its member schools to offer a provisional certificate to all students who at the end of one year of graduate study have completed the minimum curriculum adopted by the Association. Many of the schools offer scholarships or fellowships to promising students who need financial assistance in securing professional education.

Opportunities for responsible positions and advancement in social work are more and more dependent upon the degree of professional competence the worker has developed as a result of training. The demand for well-trained social workers is increasing in the public as well as the private field. Civil service requirements for positions in the stronger public welfare departments are being steadily raised to include as much professional training in a school of social work as is now required for admission to the American Association of Social Workers.

There are now twenty-seven accredited schools that are members of the American Association of Schools of Social Work. The names of these can be secured from the American Association of Social Work, 130 East 22nd Street, New

York City, or from Miss Sophonisba P. Breckinridge, President of the School of Service Administration, University of Chicago, Chicago, Illinois. Probably the nearest school to Birmingham is the School of Social Work at Tulane University, New Orleans, Louisiana.

A two year training course for social workers at Alabama College has been offered since the fall of 1927. The course requires completion of 136 semester hours including physical education. Of this number, 20 are technical subjects including case work, field work, etc.; 12 are in related subjects of sociology and economics; 104 are academic. Supervised field work is carried on in the Shelby County Child Welfare Department or the Shelby County Relief Administration. Completion of course entitles the student to a B.S. degree and a state certificate which enables her to serve as School Attendance Supervisor or Assistant Superintendent of Child Welfare. During the summer of 1934 Alabama College, cooperatively with the Alabama Relief Administration and the State Child Welfare Department has provided a special three-months course for young women selected by Relief Administrations and the Child Welfare Department. They have carried courses in case work and public welfare, and field work. The second type course is the six-weeks courses for visitors selected from Relief Administrations of various counties. These students have carried courses in case work (class room discussion) public welfare, and community organization. The University of Alabama offers courses in social work in their summer school for graduate students who have been selected by the State Emergency Relief Association or Public Welfare Departments. This includes class-room lectures and discussions with case work experience in the field under a trained supervisor.

Requirements for Group Workers—(but the standards are constantly being raised)

Among settlements, community centers, institutions, etc., certain executives will consider only college graduates; while others find a college education desirable but not essential. The Young Women's Christian Association requires a college degree in filling positions as Girl Reserve Secretary, Industrial Secretary, Business and Professional Secretary, and Student Secretary. The Y. W. C. A. also conducts training schools of their own. The Young Men's Christian Association's policy varies with local Associations as regards college background for their positions. The Y. M. C. A. maintains three Y. M. C. A. colleges.

In playground systems the positions of supervisor of boys' and girls' activities or playground director, a high school education is frequently basic requirement, supplemented by training in physical education or by experience, or both. These positions are sometimes under civil services. The Playground and Recreation Association of America is suggesting the following requirements: college or normal school training plus one year of special recreation training plus one year of practical work in recreation system, or two years special training following high school and three years experience in a playground and recreation system.

The Boy Scouts now require at least a high school education and the personnel department predicts a college degree will be required for the executives and that they must have also satisfactorily completed a thirty-day training course.

Girl Scouts require at least high school graduation, and National Headquarters estimates more than half the personnel has had some college training and there is a trend towards requiring a college degree. Both the Boy and Girl Scouts offer local Directors' courses.

Camp Fire Girls require a college education or its equivalent and in addition some degree of technical training in group leadership. Certain colleges and universities are now offering courses in group leadership and recreational training as a part of the four-year college curriculum; also graduate instruction schools of physical education offer training in particular phases of group work.

Salaries

Social work is not a money making profession, but a position of responsibility and a reasonable standard of living are assured the social worker with professional education. Beginning salaries vary according to the community and whether or not a worker has had training in a professional school. Most positions in social work pay from \$900 to \$2500 a year. Men and women who take professional training and are interested in advancement can look forward to supervisory and executive positions paying from \$2400 to \$4500 a year. There are a very limited number of special positions paying higher salaries to social workers with a record of successful experience and administrative ability.

Qualifications

Training itself will not make a social worker. He or she must have the saving grace of common sense, of imagination, sympathy, high moral character and fine ideals, and a sense

of humor must be strongly developed or no amount of training will be of benefit.

Good health and physical endurance are essential. A visitor spends half the time in the field, and the work requires constant walking, stair climbing, and exposure to all kinds of weather, and a high pressure of work at certain periods such as close personal proximity to people many of whom are diseased and un-diagnosed, such as tuberculosis, syphilis, gonorrhea, pneumonia, etc.

The social worker must have also:

1. Unfailing patience and sympathy, a sense of humor, and a steady persistence which does not allow itself to be unduly elated or discouraged when dealing with what are essentially chronic cases.

2. Faith and real interest in people and in each person's individual problems and enjoyment in close association and skill and contact with people, and in the art of interviewing, including skill in approach, creating an atmosphere of mutual understanding and ease, framing of skilled questions and comments to elicit information or to get at attitude or emotional response, sizing up factors influencing the interview, evaluating and utilizing new material appearing in course of interview. Skill in developing sources of information, discrimination in choice of those to be approached, use of documentary sources.

3. Ability to understand people, their attitudes, ideals, and skill in providing opportunities, an incentive for them to acquire new ideals, attitudes, habits; ability to get at the cause and principles involved and remedy the situation. This includes skill in looking at an individual apart from his surroundings and fellowmen and recognizing his possibilities and limitations; ability to discover, evaluate, and use assets for rehabilitation; to utilize resources of the community, including the services of specialists; resourcefulness in meeting emergency situations.

4. Balance and emotional stability. The ability to keep prejudices, personal theories, and personal problems in the background, to control anger and resentment, and to take criticism without resentment; ability to avoid playing favorites, and ability to avoid emotional relationships.

5. Scientific attitude and habits of study not dogmatic or authoritative; ability to withhold judgment until all evidence is in; ability to make a decision; regard for training; new knowledge and methods.

6. Tempo—ability to withstand pressure without being hur-

ried to complete assignments on time; to select the important from the unimportant; to organize time and work effectively.

7. Initiative, resourcefulness, versatility, creative imagination, the ability to cope with emergencies.

8. Eventuating—ability to organize and put across well considered plans and get results. It depends upon such factors as energy, initiative, persistence and patience and ability to stand up under discouragement.

9. Ability to get away from the job and to keep a perspective on one's work.

10. Organization sense—business and tactics of working with a group; recognition of leadership of responsibilities to an organization and fellow workers, and of orderly approach to work, such as punctuality, courtesy and system.

11. Leadership—ability to stimulate response and make personal contact; the gift of releasing energy and ability in others; ability to promote but without becoming too dominant a figure oneself.

If you desire to enter the field of research work you must be skilled in record writing, including orderly organization of material for dictation in clear, brief and concise form, including choice of relevant and significant facts, and "preserving the element of human interests and giving the flavor of the interview." You must know how to write letters, what to include, how to ask clearly for information wanted, how to write your reports, preparation for summaries, etc.; skill in handling the mechanics of the job, as in using forms, collecting statistics.

Disadvantages

Social work is discouraging and nerve-racking and ages one before her time, for one's emotions are constantly played upon. Low salaries and wide-spread misconception in which social work is involved. One has to learn to be always sympathetic, but that the head must rule the heart. In social work one is constantly giving out and meeting with disappointments. Listening to troubles is inclined to make one pessimistic. That is why I say a social worker should have an optimistic disposition and sense of humor.

Advantages

If one is truly interested in people and has a desire to better their conditions she will find social work very interesting, a chance to develop character, better living conditions, chance for growth along lines of human relations and the development of human problems.

Someone has asked if I felt teaching would be an asset before going into social work. I certainly do. I think two or four years of teaching would be a great asset provided one takes a special interest in one's pupils and studies their individual problems. For instance—if a child is slow in his work in school the teacher should try to find the cause. It might be his eyes, malnutrition, tonsils, adenoids, some tuberculosis tendency, etc. The teacher should take the matter up with the parents and try to have the child examined and find the cause and have it adjusted. She should call on the parents and tactfully study the family background so that she would have a better understanding of the cause of some of the behavior problems the child may have and know more intelligently how to deal with them.

A teacher has an excellent opportunity to make a place for herself in any community by participating in all community activities and cooperating with the different agencies. The position of a visiting teacher cannot help but be very interesting. Please do not think I am advising one to take up the teaching profession and then leave it for social work, because I feel there is such a great need for the socially minded teacher; but if one is not interested in teaching and is interested in social work, then I think it is better for that person to get out of the teaching profession into social service work. Any work that brings you in contact with the public and gives you an opportunity to study people is an asset in social work.

Personally, I think it is a handicap for a girl to go into social work too young. I feel she should have some other experience and know something of the world after she comes out of school before she goes into institutional and family welfare work for she meets so many problems that are beyond her and that she cannot wisely adjust due to lack of experience, knowledge of people and life. She must learn to adjust and settle her own problems before trying to adjust the lives of other persons. I feel that family case work should be done by more mature women who have more knowledge of the problems of life, and that the visiting teacher, Girl Scouts, playground work and group work should have a greater appeal for the young social worker. A number feel that the responsibility of many serious family adjustments overwhelms a young girl of 20 or 22 years of age and makes her discouraged about life, and is in some cases likely to upset her nervous equilibrium.

Unless conditions common to all humanity strongly appeal to you, or until they do, you are not ready to adopt social case

work as your major interest. Some of the best social workers have gone into other lines of work and gradually worked into social work which is, in many cases, much better than going into it when you first leave college.

In **Middlemarch**, Dr. Lydgate says, "I should never have been happy in any profession that did not call forth the highest intellectual strain and yet keep me in good warm contact with my neighbors." A good social case worker has the same feeling about her task. The profession is an arduous one, but it puts upon each practitioner the highest intellectual strain of which she is capable, while her contacts with the human side of life are warm, continuous and richly rewarded.

THE STATE TRAINING SCHOOL FOR GIRLS

By MRS. MARY H. FOWLER

The State Training School for Girls is an institution for the rehabilitation of delinquent white girls who are committed by the Juvenile Courts. The girls are committed between the ages of twelve and eighteen. Custody is retained by the school until the girls are twenty-one years of age, but an attempt is made to readjust the girl in the community after a year and a half or two years of training.

The girls come from broken homes, from immoral and vicious surroundings, and often they are led into prostitution and criminal lives by the relatives who should guide and protect them. The law states specifically that the girls must be delinquent in order to be committed, but frequently the girls are more properly classed as "dependent and neglected," even though delinquency is a large factor in the case.

The rehabilitation of the girl's character and her training for adjustment in the community are the two problems faced by the Training School. The work with the girls is carried on in several departments:

1. Medical and Dental

A physician is employed on a monthly basis, and is on call for twenty-four hours a day. A weekly clinic is held and regular examinations and re-examinations are held at this clinic. Every child is given a complete physical examination upon admittance. Special diets are prescribed where needed and the nurse is instructed about the individual requirements of the child. Twenty-five per cent of the girls are admitted with venereal disease and intensive treatment is instituted along approved lines. The girls are given a dental examination upon admittance and their teeth are cleaned. A monthly visit to the school by the dentist is made for necessary fillings, extractions, and re-checking.

2. Academic School

School is maintained throughout the year, and ranges from a special class for retarded girls through the eleventh grade. Standard courses are given, but the ordinary method of approach fails utterly with these girls, most of whom have been truancy problems. It requires individual teaching and great patience, also a complete understanding of all factors, to accomplish any worth-while result with our population. Stanford Achievement tests and routine psychological tests are

given upon admittance, and the girl is placed in school and her progress noted in relation to these tests.

3. Vocational Training

The vocational work consists of sewing, laundry, cooking and housekeeping. The actual maintenance work of the institution is done by the girls on these assignments and effort is made to instill neatness, cleanliness, and order.

An extra vocational class of great interest is the Weaving Department. The products of this department are beautiful and a sale for them is being developed. Bags, scarfs, pillows, etc., are woven in different designs. This year we raised our own wool and the girls have done every step of the process, washing, carding, spinning, dyeing, and finally the weaving.

A class in beauty culture is very popular with the girls. This class is a distinct vocational asset, and is also an addition to the campus in its emphasis on good grooming.

A small typing class is held for the higher grade girls. These girls also have Business English and Business Arithmetic.

A small cannery is operated, and the girls are interested in this work.

We have no farm at present, but expect to move in the near future to a 600 acre farm which will give opportunity for truck garden, dairy, poultry farm, horticulture and many other branches absolutely necessary for the training of girls who come from rural communities and must be returned to country homes.

4. Religious Training

Regular religious instruction is given on Sundays, in preaching services and Sunday School. Mid-week visits and conferences are held by the Chaplain.

5. Recreation

A great deal of stress is placed on recreation, although this type of girl usually has to be taught to play. Games such as dodge ball, volley ball and tennis are popular. Our principal recreational asset is a large swimming pool, fed by a spring of clear water. The girls all enjoy the pool and become good swimmers. A class in Life Saving is very popular, and the past summer this class was taught by one of the girls. The class was tested by a qualified Red Cross Examiner and each girl passed all the tests very well.

We have no opportunity for hikes, but this will also be provided at our new location.

Movies and parties are enjoyed regularly.

Parole

After a girl has completed all assignments satisfactorily and has appeared to adjust well in her surroundings, an opportunity is sought to place her back in the community. Great difficulty is encountered, as usually the delinquent home surroundings are unchanged. It has been particularly hard to place girls back in homes which are financially unable to care for them, but our experience has been that there is almost no assistance to be found in the home or in the family connections. We cannot, however, keep the girl indefinitely, and in many cases she cannot be made self supporting, due to mental limitations. In almost every case community return is a compromise. The girls are returned to the school when reported for parole violations, and we try to adjust them further, give them more training, and then place them again in the community.

Opportunities for Trained Workers in an Institution

The Superintendent has complete charge of the institution, under the advice of an Executive Board. She governs the intake and parole of the girls and is responsible for their training and care. She manages the finances of the institution and is limited to a budget set by law.

The Assistant Superintendent helps and relieves the Superintendent in discharge of all her duties, and is usually the disciplinarian.

The Educational Director has complete charge of the academic and vocational classes, and with the advice of the Superintendent decides upon the curriculum.

The Domestic Science Supervisor, or Dietitian, prepares all menus and buys and issues the supplies for all meals. She is responsible for keeping the maintenance at a reasonable figure and has charge of all banquets, dinners, and other entertainments involving meals. She also shares responsibility about supervising the clothing of the girls.

The duties of the Parole Officer are to gather all facts relating to progress of the girls on the campus, in her home surroundings, medical condition, etc., and attempt to adjust the girl in the community in relation to these facts. Contact is kept with the paroled girl by letters and visits and the girls are shifted around as need dictates. The Parole Department in the State Training School is just being organized.

Academic and vocational teachers have an opportunity along lines of their special training.

The position of Matron entails very heavy responsibility. It is a twenty-four hour job, practically, and the supervision and home training of the girls when they are out of school depends upon this officer. A high type, competent woman is required.

A Registered Nurse is required by law. Under the direction of the visiting physician, she is responsible for the health and well-being of all the girls.

The Recreational Leader plans and directs the games and supervised play. A well-qualified person can make a valuable contribution to any training school.

Conclusion

The work in a training school for delinquent adolescents is hard, confining, and the hours are long. The salaries are usually not commensurate with the services rendered. The work is intensely interesting and the experience invaluable to anyone interested in learning to deal with handicapped or disadvantaged people.

Trained people to take charge of institutions are scarce and there are good opportunities to advance if one is willing to put in the work required.

TEACHING

By ALICE V. KELIHER

When considering the possibilities for finding a career in education one must take account of the fact that there are today 200,000 unemployed teachers. These teachers, many of them, will be the first to go into jobs in the next few years. However, these teachers are the products and the victims of a form of training in education which is no longer desirable. Therefore it seems quite possible that, despite the present overproduction of teachers, there probably is no real overproduction of well-trained and progressively-minded teachers. Students going into teachers colleges today and coming out four years from now must examine the changing job of education and see how best those planning to go into teaching may prepare themselves with some feeling of security that a job will follow.

Schools are more and more taking cognizance of the vast changes in society. These changes will destroy old traditions and are creating a demand for a new type of thinker. Certainly, then, teachers of the future must be liberal thinkers, equipped with broad experience not only in subject matter, but, perhaps of more importance, in the wide areas of living and in all modes and manners of experiencing. Those going into teaching should plan to get a wide experience and should not specialize too soon. It is unwise to decide any sooner than necessary in what special field one will work—be it nursery school, high school, adult education, vocational education or any other field of teaching. There are two reasons for advising this delay. First, it is important that in the personal equipment of the teacher there be a broad liberal background. This background will aid the individual in knowing how better to select the area in which he wants to work. Second, there are now developing new and unpredictable jobs in education which require, for successful execution, the type of person who has not specialized too narrowly and who above all has enough background to maintain flexibility.

There are certain questions which every prospective teacher should be able to answer before entering teacher training.

1. Is teaching the work that you most want to do? No one should go into teaching who does not want to teach; who does not love working with children; and who does not intend to make teaching a profession.

2. Teaching requires a kind of understanding of people and it requires much patience. Education is growth and growth proceeds slowly according to laws over which we have little

control. We must have a native patience to enable us to wait to see the flowering of developments over a long course of time. Understanding of people, a sort of intuitive knowledge of their thoughts and feelings, is of inestimable value in teaching.

3. The prospective teacher must ask himself whether he is willing to build the kind of broad background that is absolutely necessary for successful teaching. More and more, there is a demand for persons with broader experience, travel, recreational interests, association with people, and a general understanding of broad trends in social life. These will all be requirements for the successful teacher.

Those who feel that they have the personal qualifications and who are willing to build soundly and thoroughly will find teaching the most thrilling and satisfying of the professions.

CHILD DEVELOPMENT AND PARENT EDUCATION

By MRS. PEARL BRANDON CRAWFORD

During the past ten or fifteen years there has been great growth in the field of child development. Research centers and nursery schools have been organized in many institutions over the country. All fields associated with the welfare of children have included courses from this field in their requirements.

For one attracted to teaching there are many opportunities as nursery school teacher, assistant or director. There are many types of nursery schools. The demonstration nursery school organized in connection with research centers, high schools, home economic departments or educational institutions. Then there are the private nursery schools carried on in a community where there is a need for child care due to the mother working in some commercial position. Many city, state or private institutions caring for young children have been reorganized instituting modern educational methods and have included nursery schools in their programs. The time is not so far distant when all institutions, such as day nurseries, boarding homes, children's homes, state institutions for homeless or retarded children, will employ trained workers.

Parent education has gone hand in hand with child development. This field would require one of more maturity in years and experience. Child development has unusual possibilities for any experience gained in nursery schools or teaching is good preparation for parent education.

There is no set plan for the parent education program. One may find the work carried on through the city schools, parent-teacher organizations, state departments of education, as part of the vocational program or of the home economics or psychology department of an educational institution.

Parent education offers many unusual positions. In fact, there is a great opportunity for one well trained in child development to branch out into many new fields. Positions already filled by some trained in this field may be suggestive. Teachers of child psychology, assistants in behavior clinics, nurses training school, care of children, research assistant, consultant in doctor's office, social welfare, adviser in commercial concerns as to food, clothing or equipment for children, etc.

Requirements for training cover many fields — education, psychology, sociology, hygiene, nutrition. Any experience in

working with children, such as teaching or care or responsibility of running a home, would be of great value.

There have been very few openings during the past few years. Since child development is a reasonably new field, it suffered when retrenchment came. As times improve and various programs are expanded there will be many openings. The salary is about the same as that in any educational work.

